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ABSTRACT

This report, fourth in a series of seven, was written by two first grade teachers in different schools. The instructional environments of each school and classroom, as well as the characteristics of the teachers and their pupils, are described. The types of distractions encountered by the teachers are described and a discussion is presented on coping techniques used and their comparative effectiveness. Included in the appendices are a sample of the teacher's daily response form, classification of distracting codes and coping techniques, and a sample of ethnographic notes. (JD)

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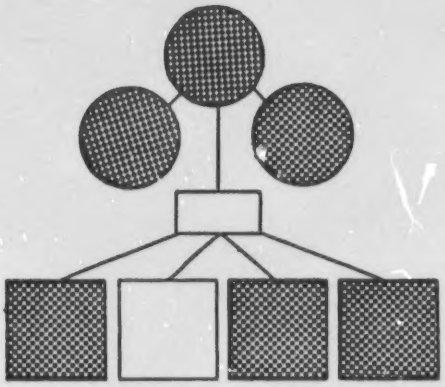

COPING WITH CLASSROOM DISTRACTIONS

TEACHER CASE STUDY

Teachers B & X Perspective
First Grade Classrooms

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Report IR&DT 79-4

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This study was prepared and written by the San Diego IR&DT team. No authorship is claimed by FWL.

MAR 7 1980

PREFACE

The following case study was written by the first-grade teachers whose classrooms were observed during the research study. Teacher B from School H was on the San Diego Interactive Research & Development on Teaching Team (IR & DT). Teacher X from School K was one of the teachers selected to provide additional data.

This case study includes "Context Descriptions" of the instructional environments in which the research was conducted. Each teacher wrote the "Context Description" for her respective school, classroom, and teaching style.

The "Discussion of Findings" section is presented with respect to the two research questions: "What are the events which disrupt classroom instruction?" and "What are the most effective techniques teachers use to cope with these distractions?" Findings have been analyzed through discussion of the distractions, coping techniques, distraction-coping linkages, and time lost resulting from distractions in the two first-grade classrooms observed.

The "Discussion of Findings" and "Conclusions" sections were written by Teacher B. Teacher B was consistently aware of the need to maintain objectivity in data analysis and in presenting ethnographic examples which were representative of the events which produced the data. Names in the ethnographic notes were changed to insure the anonymity of the participants.

In order to gain objectivity, Teacher B relied heavily on the observers' perceptions of the classrooms observed as presented in the Observer Context Descriptions* and observer notes. These perceptions were supplemented through interview and interaction sessions with the observers.

In the "Intervention" section, each teacher wrote of her own intervention plans and her appraisal of the results of these plans. The "Teacher Insights" portion of the case study, written by Teacher B, presents the insights she gained through participation in this research project.

Teacher B, the writer of this preface, wishes to express her appreciation to the other team members, the observers, writers, and typists for their generous help in preparing this case study, with special thanks to Grant Behnke who made IR&DT work and to the people at Far West Laboratory for the opportunity to participate in this project and for the supportive feedback they provided. Teacher B also wishes to thank her husband for his patient understanding and unstinting listening.

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* The written responses to questions designed to provide the observers' perceptions of each classroom context (see Appendix).

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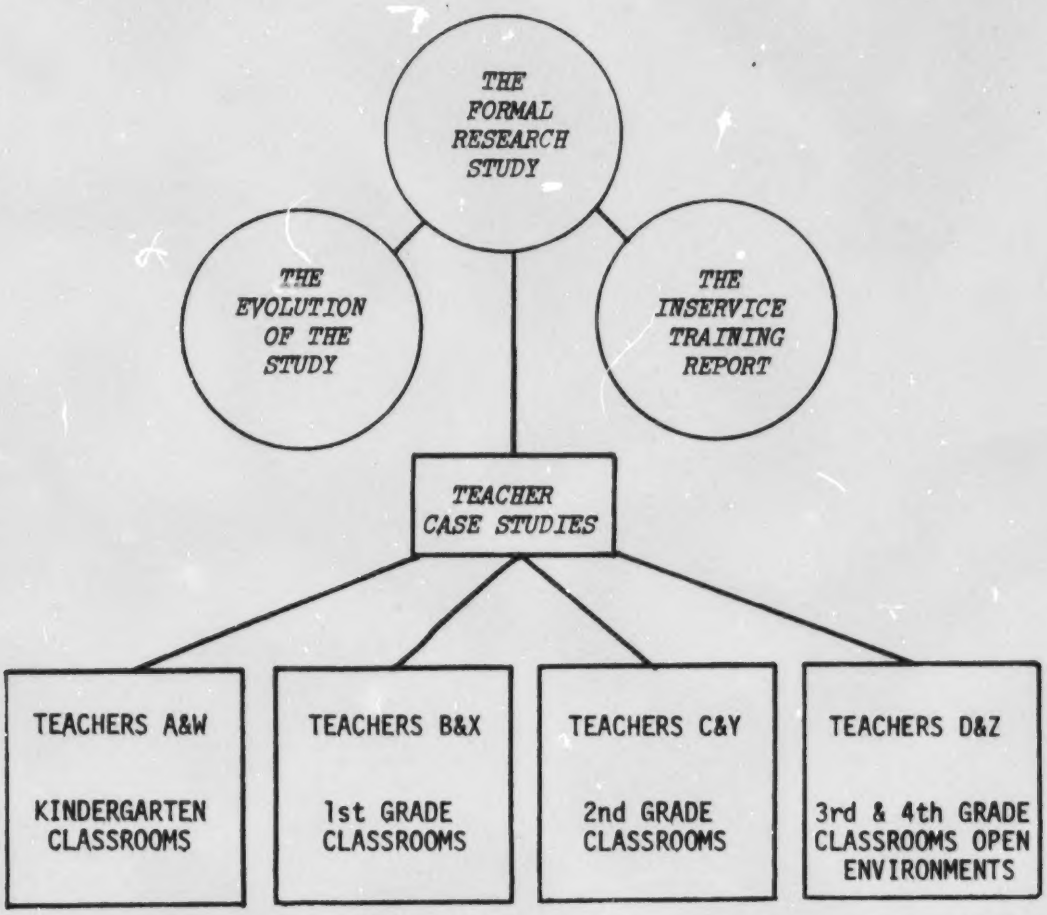
INTRODUCTION

PERSPECTIVE OF THIS STUDY

The case study which follows is one of a set of studies describing research conducted by the San Diego Interactive Research & Development on Teaching Team (IR & DT). The cluster of studies which presents the IR & DT team's findings regarding *Coping with Classroom Distractions* is graphically illustrated below.



The Formal Research Study provides a presentation in the format of a typical research report, including purpose of study, review of literature, methodology, findings, conclusions, and recommendations.

The Evolution of the Study provides a chronological development of the evolution of the study from the initial identification of the problem to the write-ups of the findings (from the IR & DT team's perspective).

The Inservice Training Report details the activities undertaken in an inservice class offered by the trainer/developer and a preliminary evaluation of the impact of the class upon the participants.

The Teacher Case Studies (4) provide detailed context descriptions of the instructional environments, including teaching styles of the participants, discussion of findings, conclusions, and insights from the perspective of the teachers who participated in the study.

This cluster approach to presenting information should permit the readers to peruse only those studies relevant to them. Hence, the disparate needs and interests of a variety of readers will be satisfied.

In an attempt to minimize the redundancy of describing certain procedures, most operational activities (e.g., the selection and training of the classroom observers) and methodological procedures (e.g., data collection methods) have been omitted or described briefly in this document. The reader seeking detailed descriptions of the study's methodology should review *The Formal Research Study* or *The Evolution of the Study*. For the reader planning to read only this case study, a brief overview of IR & DT, the general context of the study, the question identified for study, and the data collection procedures are provided below.

OVERVIEW

In the first newsletter* describing the existence of two IR & DT

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* *Interactive Research & Development on Teaching*, Far West Laboratory, San Francisco, Volume 1, Number 1, October 1977.

studies, the following description was provided:

> Interactive Research and Development on Teaching (IR & DT) is a R & D strategy that places teachers, researchers, and trainer/developers together to inquire as a team into those questions, problems, and concerns of the classroom teacher. Decisions are made collaboratively regarding research issues and strategies and the concurrent development of training that grows from the research. Each member of an IR & DT team has parity and shares equal responsibility for decisions made by the team, from identification of the question/problem to the completion of all resultant R & D activities.

The members of the IR & DT team conducting this study were all employees of the San Diego Unified School District. The original team was comprised of four elementary school teachers, a researcher, and a trainer/developer. Three of the teachers were colleagues at a relatively small K-6 school with a faculty of 15. They taught in grades K, 1, and 2. The school's student population was approximately 400; 75 percent Black, 20 percent Hispanic, 3 percent Asian, and 2 percent White. Thirty-two of these children were involved in the English as a Second Language Program (ESL), and over 85 percent of the school's children were eligible for a federally funded free-lunch program. The fourth teacher, who team taught a third-fourth grade class of 60 students, was on the staff of a very large K-6 school (40 teachers) located in a suburban middle-class area. The student population was 1,200; 77 percent White, 11 percent Hispanic, 9 percent Asian, and 3 percent Black.

The researcher was recruited from the evaluation services office of the school district. He had previously been involved in conducting evaluations of various state and federally funded programs. The trainer/developer previously was attached to the district's staff development office as a resource teacher providing inservice education to teachers. The six members of the IR & DT were recruited by Far West Laboratory

personnel during the spring semester preceding the study.

Prior to data collection (in February, 1978), an additional set of four teachers was recruited to expand the data base. These teachers were selected because their teaching environments (e.g., grade levels, school and student demographics) were similar to those of the original four IR & DT teachers.

The questions identified by the San Diego IR & DT were: *"What are the events which disrupt classroom instruction,"* and *"What are the most effective techniques teachers use to cope with these distractions?"* A distraction was defined as an event or stimulus which interrupts the teacher's actions or her intended flow of instruction.

Eight observers were employed and trained to assist in the data collection phase of the study. Two were assigned to observe the classrooms of each participating teacher on nine different occasions. One observer used a checklist to classify the specific distractions and corresponding coping techniques used by the teacher. This observer also rated the effect of the techniques on the distractions (Quantitative Observer). The other observer took detailed notes on all that occurred during each observation period (Ethnographic Observer). After each observation, the classroom teacher responded to a set of questions in a Teacher Daily Log.

Each of the eight primary grade classrooms was observed on nine occasions spread over six weeks of instruction. The observations took place during the reading period (or reading readiness for kindergarten) and, typically, were slightly less than one hour in duration.

Two quantitative classification schemes were developed by the IR & DT team--one explicating anticipated distraction categories, and the other

classifying coping techniques. Besides classifying the distractions and the corresponding coping techniques which were exercised, the quantitative observer rated the effectiveness of the relationship of each particular coping technique in response to a specific distraction (distraction-coping linkage). Effectiveness of the distraction-coping linkages was rated with respect to: (1) the instructional time lost due to the distraction, (2) the degree of disjointedness of the instructional activity (interruption of instructional flow), and (3) the degree to which the distraction persisted after a coping technique had been utilized.

Each of the eight classroom teachers participated in two data-reviewing sessions between the sixth and seventh observations (Intervention Sessions). These sessions were intended to provide feedback on the preliminary data which had been collected during the first six observations. The participants of the study identified specific techniques which appeared to be functional, and the teachers developed plans to modify their coping styles (Intervention Plans).

The pages which follow describe the study from the teachers' perspective. As mentioned earlier, more detailed information regarding the research methodology may be found in other documents. Passages typed in *italics* are verbatim comments taken from ethnographic observational notes.

CONTEXT INFORMATION - TEACHER B

PHYSICAL ENVIRONMENT

The Community

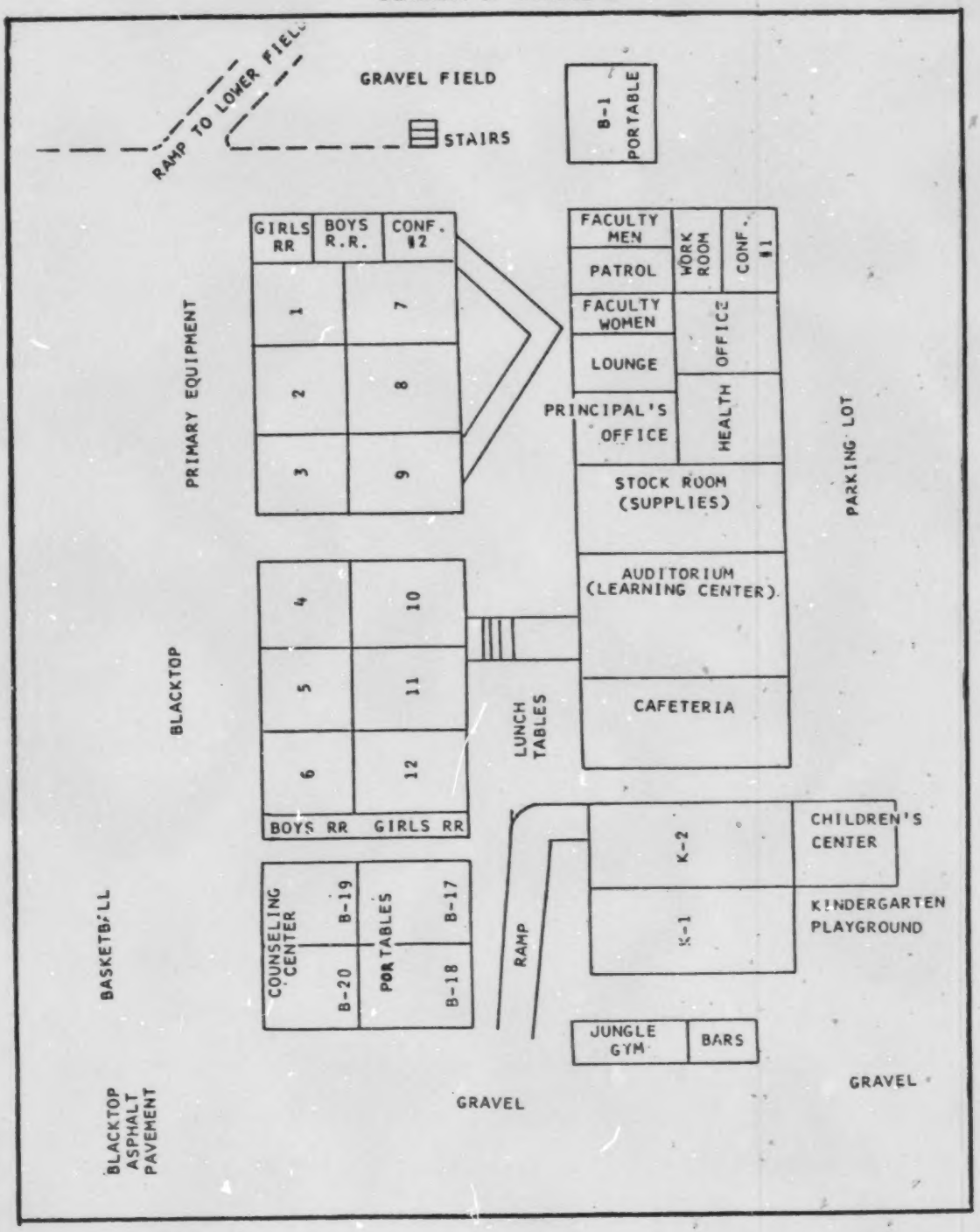
School H is cut off from much of the community it serves by a heavily trafficked four-lane street. A side street off this thoroughfare leads to School H, which sits on a small mesa. To the south, the parking lot of a charter bus company parallels the front of the school. To the east, cars speed past small homes and apartments. To the west, a small canyon of dry, overgrown grass separates the school from an area of houses. A few well-kept homes with green lawns, trimmed and cyclone fenced, are evidence that their owners remain. But discarded furnishings, brcken and boarded windows, dried grass, and dirt yards indicate a long series of tenants for most of the houses. Looking to the north from the classrooms at the back of the school, one sees only the blacktop embankment and fence which separate the playground from the tall dried weeds and backyards of homes. In this area, the majority of homes are well cared for. This contrast of areas is repeated throughout the School H community.

The School

School H is housed in two parallel rows of earth-toned, single-story stucco buildings (see Figure 1). The offices, auditorium, cafeteria, and kindergarten classrooms are located in the first row of buildings. Ramps lead to the upper level of buildings which contain 16 classrooms. The buildings, grounds, and play equipment are well maintained. Since

FIGURE 1

DIAGRAM OF SCHOOL H



School H is designated to be a "magnet school"* as part of the school district's integration plan, additional capital outlay moneys have been expended this year. However, since School H is so well maintained, the "face lift" has been minor surgery.

The learning program at School H is quite "fundamental." An emphasis has been placed upon reading and arithmetic instruction, since state achievement test scores are below the district average.

School H receives moneys from the following supplementary state and federally funded programs: Senate Bill 90, AB 65, ESEA Title I, and Follow Through. During the 1977-78 school year, the moneys from these projects made possible a counseling center, extra aide and nurse time, and varied learning media for School H's children.

There were 392 children enrolled at School H at the beginning of the 1977-78 school year. Approximately 75 percent of these children were Black, 20 percent Hispanic, and the remaining 5 percent was divided between Asian and Caucasian children.

School H had a fall enrollment of 401. During the rest of the 1977-78 school year, 145 students enrolled in the school and 120 transferred out. Thus, of every two students who attended School H, only one attended for the entire year.

The space available at School H was maximized through split lunchtimes and recesses. Well-defined rules, consistently maintained through extensive supervision, created an overall atmosphere of orderliness.

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* Magnet schools attract students to schools outside their own community by offering exceptional instructional programs. School H will offer kindergarten, grade 1 and 2 students a full day of instruction conducted in Spanish.

The faculty of School H was made up of a principal, 17 teachers, a counselor and a Miller-Unruh reading teacher. The principal and three teachers were Black, the counselor and one teacher Hispanic, and the rest of the teachers were White. Seven of the teachers and five of the aides had been at School H four years or longer. Visitors to the school often commented on the friendliness and togetherness of the faculty. Members of the faculty viewed respect for children as the basis of this "togetherness."

Teacher B's Classroom

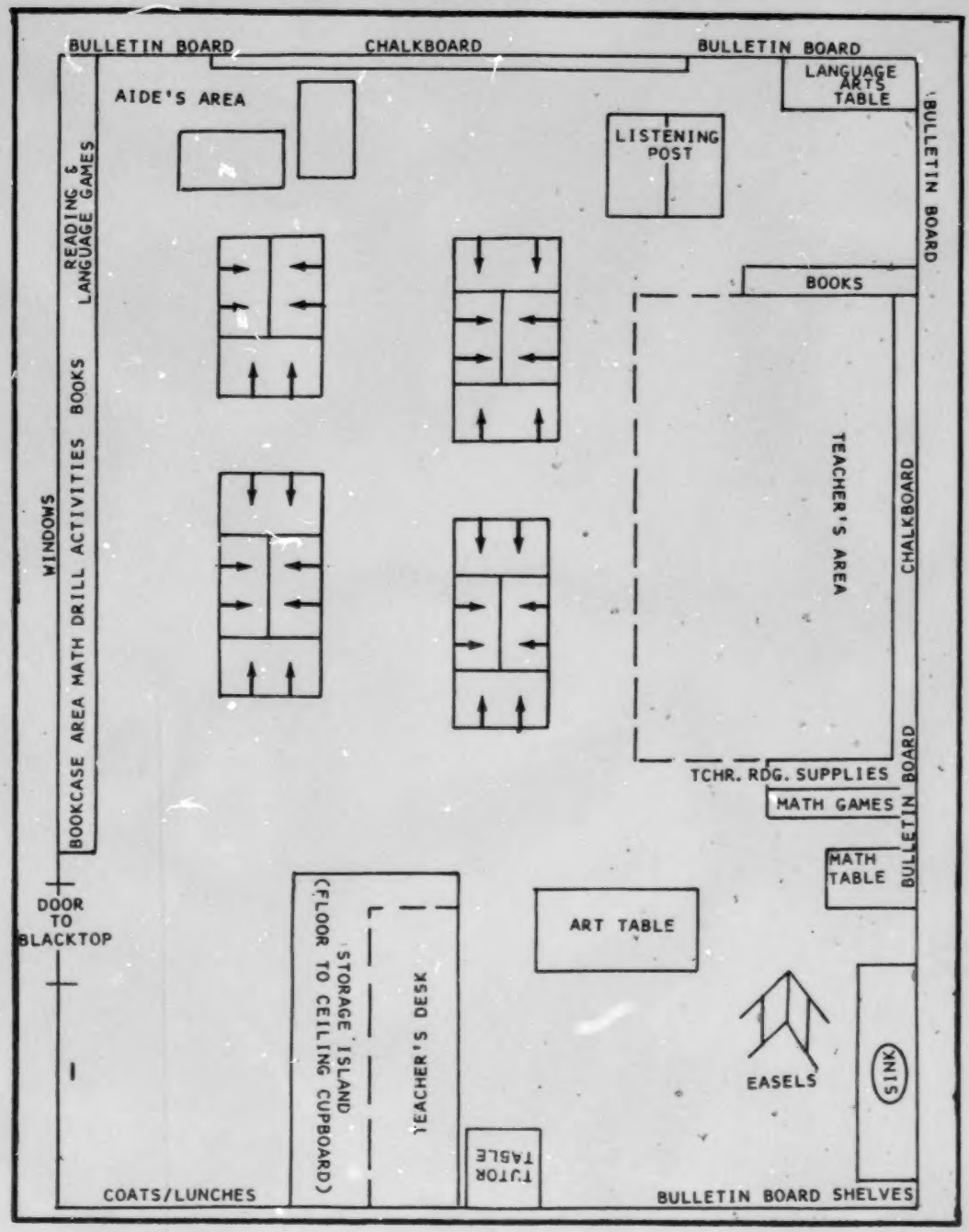
Teacher B's classroom faced north onto the playground and was the farthest east in the second row of buildings, with the restrooms just around the corner from the classroom. Teacher B has been in this room for five years and preferred it to room 3, her previous room, because of the proximity to the restrooms.

In February, when the first observations of Teacher B's classroom were made, the classroom boards were decorated with a February holiday motif. Red yarn connected silhouettes of Washington and Lincoln, a ground hog, and Cupid with dates on the calendar. A large golden lion smiled from the bulletin board near the math activity area, "Have a Happy Heart, Know Your Facts." Charts of addition combinations and red, "lace"-trimmed hearts were pinned on this board. On two large corner bulletin boards, a brown-skinned, lariat-twirling cowboy announced, "Good Work Roundup."

The classroom furnishings included children's desks arranged in four clusters of tables. Six to eight children were seated facing one another at each cluster (see arrows in Figure 2). A large rug was located at the front of the classroom below a wall-sized chalkboard. Bookcases

FIGURE 2

DIAGRAM OF TEACHER B'S CLASSROOM



at either side of the rug separated it from other areas. A low shelf containing teaching supplies was directly beneath the chalk ledge. The class met on the rug each morning after snack time, and Teacher B taught reading in this area. Easels and a large table were set up for art work near the sink to the left of the teacher. The teacher's built-in desk, a counter and cupboard area across from the sink were used for storage of audio visual materials, games, and colorfully covered cartons serving as files. The bookcase to the right of the teacher faced toward a small area where children told stories with paper-bag puppets and flannel-board characters. A tape recorder and earphones for six students were set out on a table below a chalkboard on this side of the room. A large wooden file cabinet and two student tables were near the windows. The full-time aide met children in this area. Boards on bricks, serving as shelves below the windows, were filled with games and books. The room was cheerful and activity oriented.

The Reading Period

When the observations for this study began, Teacher B had organized the class into five reading groups, each having five to seven children. Commenting prior to the observations, Teacher B had written, "I really try to have each child learning what he or she is ready to learn--not too hard nor too easy. That's why the five reading groups . . . ." The children moved about the room in groups, rotating every 20 minutes from 9:00-10:45. Each group met with the teacher, did seat work, met with the full-time aide for correcting work and contracts, did printing, then used the language arts area, and did an art activity. The part-time aide in the room at this time often helped with the art activity and did individual testing

necessitated by a schoolwide diagnostic-prescriptive math program. After the eighth observation, because of changes in children's reading levels, the teacher reorganized the class into four reading groups, which rotated in the same manner as explained above. The art activity was excluded at this point, however.

During each reading session, the children would sit in chairs arranged in a close semicircle in front of the teacher. A word or phrase game was played for review. Each page was read silently, then aloud, often with individual children reading the different character parts. After the oral reading, the teacher asked a few questions. A skill drill usually followed, then explanation of that group's work for the day, and finally, dismissal with a work recognition or skill game.

CHARACTERISTICS OF THE PARTICIPANTS

The Students

In February, when observation of Teacher B's first-grade classroom began, there were 29 children in the class--14 boys and 15 girls. Twenty-four children were Black, three were Hispanic, and two were Asian. One of these students, a Laotian, was non-English speaking. He participated in an ESL (English as a Second Language) Program with the three Hispanic students.

Six children joined the class between the first observation in February and the last observation in April. Late in February, between the fourth and fifth observations, a new girl arrived, only to transfer out at the end of March between the sixth and seventh observations. Two new boys and a new girl arrived during this same interval. Two of these children, a boy and a girl, transferred out after the observations were complete.

Between the sixth and seventh observations, the school was reorganized because of increased enrollment. One girl, who had arrived just prior to the first observation, and a new boy were transferred to another classroom in the school.

Informal tests administered the first week of school showed that 19 children needed extensive reading readiness work and 12 children were ready to begin reading.

In February, 19 children were reading and 12 were still doing readiness work. Seven of the children were receiving special instruction from the reading specialist. By the last observation in April, seven children were reading at a primer level, six children in a second pre-primer, eight in a first pre-primer, and seven were ready to read. The teacher judged this as fairly good progress for the group, considering the difficulty of the reading series used at this site.

The children in Teacher B's class got along well with one another and were responsible about completing their work carefully. They were neatly dressed and cooperative. During reading time, the children were especially eager to participate.

More than half the children came from one-parent families. Teacher B noted that there was a lack of parent participation in the school program. Less than half the parents attended report card conferences and no parents volunteered in the classroom. She attributed the low participation to the high percentage of employed mothers, and mothers with pre-school children. She reported parents were supportive when contacted about a child's behavior problems, but only a few were consistently helpful when contacted about a child's learning problems.

Teacher B reported that the absentee rate for the class was not excessive except for two children who were repeatedly absent for several days at a time.

Teacher B

Teacher B began teaching at School H in February of 1969, immediately after completing her B.A. and fifth-year teaching credential requirements at San Diego State University. She has a M.A. in Early Childhood Education from United States International University, and is the mother of four teenagers.

Teacher B is small framed, with short dark hair. She dresses conservatively. Her manner is calm. During reading time, she is precise, serious, and yet exhibits a warm, friendly manner.

Teacher B is soft spoken and has a motherly way with children in her class. During reading time, she playfully "captures" them in her arms or "kisses" them with a fluffy dog puppet. When the children have been especially good, Teacher B bakes cookies, buys a treat, or plans a surprise activity for them.

Teacher B states that because she desires to create a physically and psychologically safe place for children, she has organized her class in a structured way. Groups rotate from area to area during the morning in a consistent pattern under teacher direction. This definite pattern of organization is also evident in the regularity of the class daily schedule and the teacher's reliance on lesson plans. However, within this structured framework, children are free to make choices, chat, and interact with the teacher.

Teacher B laughingly describes herself as a benign autocrat.

Basically, she relies on her children to do the right thing. When a child is within reach, she reminds him/her of the rules with a touch. Teacher B is most often brief in reminding a child of the rules. She calls the child's name with a tone of "remember" or states a fact, such as, "This is your printing time." Teacher B often asks questions such as, "When you finish your work, what should you be doing?" When gentle reminders do not work, Teacher B may again call a child's name, but now the tone is, "That is enough!" Even when Teacher B is at her most authoritarian, she often "softens" her commands. For example, during the third observation:

> *She (Teacher B) then asked Natalie, who is sitting in a chair leaning back, to come up and sit here, pointing to a spot right in front of her on the rug. She says to Natalie, "You know why? I don't want you to break your head leaning in the chair."*

Teacher B also ignores misbehaviors and views this as more evidence of her expecting children to do the right thing. The observers wrote in the ninth observation:

> *Raymond is arguing with Orlando at his desk about a pencil. He shouted at him that it is his pencil. The teacher doesn't respond to any of this and they seem to resolve the problem and quiet down.*

Commenting in her last daily log* on keeping a child after school, she said:

> *We talked about when he came to our class and how he didn't know how to read and he didn't know how to do any arithmetic, and then Mrs. Wiley (the full-time aide) and I helped him learn how to read and how to do arithmetic and do both quite well and that we care about him and that I need him to behave better so that I don't go home so tired and I just really would appreciate it if he would try harder to be a better citizen and I think it kind of got to him.*

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* The responses to questions designed to provide each teacher's perception of instruction on days her class was observed (see Appendix).

Thus, Teacher B's trust in a child's desire and ability to control his/her own behavior is evident, even in the old "keeping after school" routine.

Teacher B sees planning and trusting as the foundations of her preventive coping techniques. She and the aide are purposefully situated to minimize distracting one another and to maximize supervision of the class (see Figure 2). She views the consistency of the daily schedule and the sequencing of teacher-paced work periods with self-paced student-directed periods as aspects of the structure which prevents problems from arising. Teacher B also feels that by planning variety into her lessons, she keeps attention high and prevents distractions.

Responding to a Teacher Context* question, Teacher B wrote:

> *I try to make sure everyone knows how and what to do and that they have or know where to get what they need. I also try to have everything I need ready and know clearly what I'm doing. All this is planning.*

To never have her attention drawn away from the children is Teacher B's ideal for preventing problems.

Teacher B also views the procedures she establishes for movement as preventing disruptions. There is a way to come to the rug, a time for each group to be at the art table or listening post, and an area of the room (which the teacher can't see) that is "off limits." There are also a few rules which Teacher B consistently and strictly enforces regarding "pencil sharpening," use of classroom sink or drinking fountain, and "fighting." There is also a bathroom sign which the children turn to "Stop" when leaving the room and to "Go" on returning. This sign is used to assure

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* The written responses to questions designed to provide the observers with each teacher's perceptions of her classroom environment (see Appendix).

that only one child at a time leaves the class to use the restroom.

Teacher B expects work to be completed during the child's work period and for the work to be well done. During reading time, the full-time aide corrects this work prior to the children's working on contracts. For the most part, other work is collected and returned corrected the next day. At least once a week, all work is turned in to the teacher. Satisfactory work is then taken home. Incomplete or poorly done work is returned to the student for corrections. The teacher or aide points out the errors and helps the child correct the work before it is taken home. Teacher B believes that since this procedure is consistently followed, children know they may as well use their work time for work.

Teacher B also views the nonreceptive way she interacts with students who interrupt when she is working with another group as preventing distractions. During the first observation, the ethnographic observer noted:

> *Tasha comes up with her book from her desk. The teacher shakes her head (negatively) at Tasha and Tasha walks away.*

Much of the above refers to constraints on children's behavior. Yet, Teacher B views her teaching style, with its reliance on children to do the right thing, as facilitating growth. She considers this trust a preventive coping technique of equal importance to limit setting.

In a written description of the classrooms observed, the observers noted that the children in Teacher B's room seemed eager to please the teacher. Teacher B attributed this to a technique which she views as a significant deterrent to distractions.

As part of creating a psychologically safe environment, Teacher B rewards everyone for good behavior. Each time the class or a group is particularly helpful, the teacher draws a small happy face on the board.

When the children earn ten happy faces, the teacher plans a treat for the entire class. She feels that through this technique, the few children who often cause distractions begin to feel better about themselves and change their behavior.

In summary, Teacher B identifies thorough planning, trust, and rewarding cooperation as her major preventive coping techniques.

Aides

The full-time aide has been in this classroom four years. Her daughter had been in Teacher B's room several years prior to this. When Follow Through was initiated at School H, Teacher B was delighted to learn that this aide had been assigned to her classroom. Teacher B sees the aide as sharing her own approach toward children. The aide is caring about feelings and academic growth, and is consistent in setting the limits. She and Teacher B mutually respect each other's teaching. The aide is perceptive of needs and readily assumes and accepts responsibility. Since she is a member of the school community, parents sometimes discuss problems with her which they are hesitant to discuss with Teacher B. The aide's sense of humor delights children and teacher alike.

The part-time aide had just been hired and placed in Teacher B's room prior to this study. Teacher B feels that the part-time aide showed much improvement in his job skills by the end of the year because he was then clarifying directions, anticipating needs, and stepping in to prevent problems.

CONTEXT INFORMATION - TEACHER X

PHYSICAL ENVIRONMENT

The Community

The School K community is located in southeast San Diego, one of the oldest residential communities within San Diego.

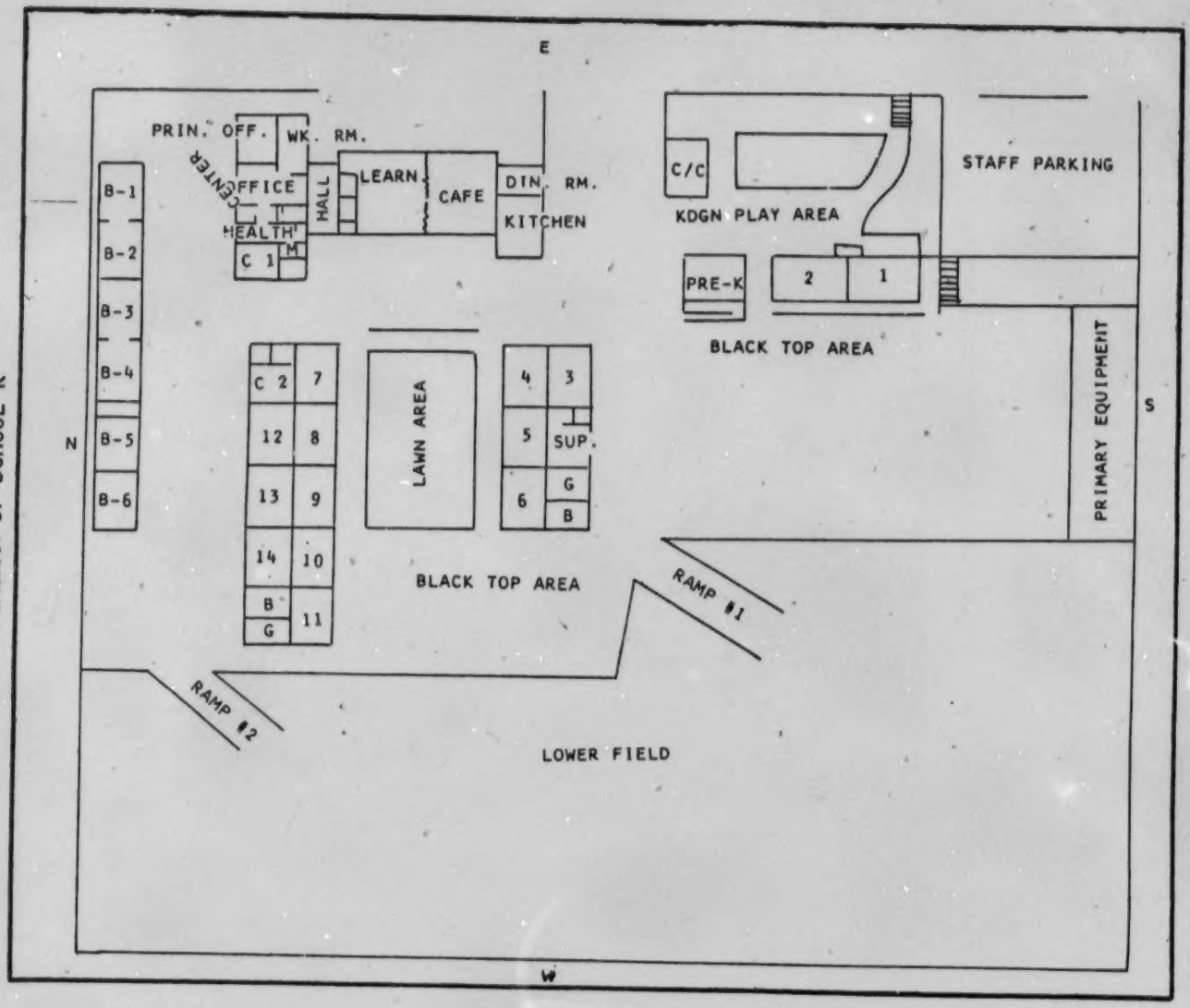
School K is surrounded by well-kept small homes and new low-income apartment buildings. North of the school there is a bank and a day-care center where many School K kindergarten through first grade students are enrolled before and after the regular school day.

The School

To the south of the school buildings (see Figure 3) is a fenced-in parking lot with steps leading to a black-top play area. The latter includes a sandbox, a jungle gym, and a swing set. North of the black-top area are student restrooms, the supply room, and book storage room. The lunch room, learning center, and office are located east of the classrooms and play area. North of the office is a row of six bungalows, two of which are used for the math lab. There is one small lonely yard of grass and trees located between two rows of classrooms (see Figure 3). The kindergarten, preschool and children's center are isolated to the extreme east of the black-top area, facing the main street.

School K receives supplementary categorical funds through the ESEA Title I, Miller-Unruh Reading, State Preschool, Follow Through, and Early Childhood Education (ECE) programs. It also has a special education instructor who meets with students from regular classrooms each day. This program is designed for students who are a year or more below grade level

DIAGRAM OF SCHOOL K



in their work. School K also has an artist-in-residence program in which students visit the artist for development of their creative talents and abilities.

The total enrollment during the 1977-78 school year was 436 students. Of these, 305 received free lunch and/or breakfast. More than 87 percent of the students were Black, with the other 13 percent Hispanic, White, or Asian.

School K had a fall enrollment of 420. During the rest of the 1977-78 school year, 57 students enrolled and 79 transferred out. Thus, of every seven students who attended School K, five attended for the entire year.

At the time of observation, the School K faculty consisted of a principal, a head teacher (who was also in charge of the math lab), two project resource teachers, one reading specialist (who was in charge of the reading lab), one special education teacher, and 23 aides. The principal and most of the teachers at School K were White and the aides were primarily Black.

The principal was a warm and concerned leader of the School K family, and most of the teachers were really dedicated and interested in the students.

Teacher X's Classroom

In February, the walls and windows in room 10 were covered with bright red valentines and Cupids. The front bulletin board (see Figure 4) was covered with a "Holiday of the Month" board next to the chalkboard.

A math, language, and reading display was located on the other side of the chalkboard. At the opposite end of the room, there was a multicultural bulletin board with a carpet directly beneath it for reading and quiet games.

There was a large green rug located in the front of the classroom, which was used for opening activities, good morning greetings, sharing, and story time, as well as for quiet reading and game time.

The furnishings at the beginning of the school year included student desks arranged so that students faced one another (see arrows in Figure 4).

The Reading Period

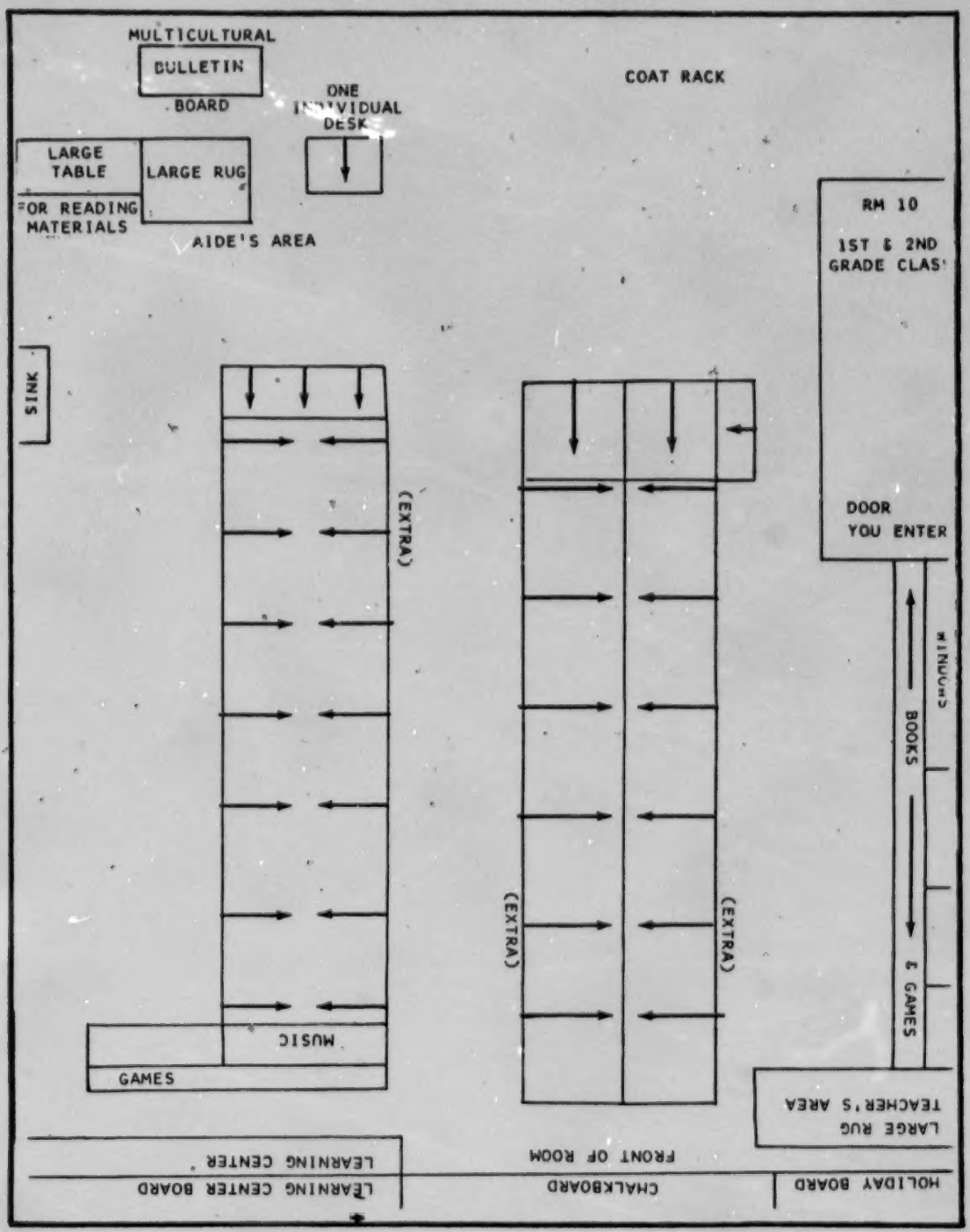
Teacher X and her aide called up the first reading group at 9 o'clock in the morning. The aide's group read in the rear of the classroom and Teacher X's reading group read in the front of the room on the green rug. Both groups had warm-up reading activities before opening their reading books. Then the students did one page in their phonics books and took one related skill sheet to complete at their desks.

The second group of readers came up to read at 9:30, one group with the teacher, the other group with the aide. The students did warm-up activities which consisted of saying the beginning or ending sounds from picture cards, playing a flashcard game, such as "Around the World" or "Flashcard Race," so that the students got to take one step when they got a word correct.

The students read one or two stories. Then they answered several comprehension questions on the story that was read. The students did a page with the teacher in the phonics books and then returned to their seats

FIGURE 4

DIAGRAM OF TEACHER X'S CLASSROOM



with a related skill sheet to complete at their desks. It was noted in the third observation:

> *They finish in the reading books and she tells the children to put their markers there and get their phonics books out and goes over the work that she wants them to do in their phonics book.*

During the period of the last observation, the aide's reading groups read after Teacher X's groups had finished reading so that the aide could work with the students at their desks and Teacher X could devote more uninterrupted attention to the reading group.

CHARACTERISTICS OF PARTICIPANTS

The Students

In February, there were eight second graders and 21 first graders in Teacher X's classroom. The second graders included four girls achieving approximately at grade level, three boys under grade level, and one boy at second-grade level in all areas. The first grade included eleven boys (nine performing at grade level, two above) and ten girls (nine at grade level, one above).

During the period of observation, two students transferred to other schools and one student transferred into class.

The students in Teacher X's class consisted of 27 Blacks and two Hispanics. The dominant language in the classroom was English. Most of the students' parents were blue collar workers. The parents were very interested in the progress of their children, as well as in their classroom behavior. The parents were cooperative regarding any school problems involving their children.

Ninety-five percent of the students were very outgoing, friendly, and eager to learn. Five percent of the students appeared disinterested

in their learning progress in reading or math (as well as other areas). These students were more interested in their home-run scores in ball games during physical education periods. These students appeared not to be interested in pleasing the teacher or obeying classroom rules.

In February, the class had four reading groups. Group I consisted of six second graders and two first graders who were reading at first-grade level. By June, this group was reading at second-grade level.

Group II consisted of first graders who were reading at primer level. By June, this group was reading at first-grade level.

Group III consisted of first graders and two second graders who were reading at pre-primer level in February. By June, this group had read one first-grade level reader.

Group IV consisted of students who were still working on sounds and developing a sight vocabulary. This group was reading at pre-primer level during the month of February. By June, this group had read three sets of pre-primers and had finished their first primer.

Teacher X

Teacher X is a tall, slim, light-skinned Black woman in her late twenties. She enjoys her students and is affectionately called "Wonder Woman" by the boys and girls in her classroom, illustrating the warm and informal relationship between teacher and students.

Teacher X was born in Florida, attended San Francisco State College, and received a B.A. degree in sociology in 1970. She continued her education at San Diego State University, where she earned her teaching credential. Teacher X taught in Georgia and Florida in 90-percent White schools when the integration transfer programs were beginning.

In 1973, Teacher X was a substitute teacher for San Diego Unified School District and was hired as a regular teacher in 1974. Her first classroom consisted of 85 percent Filipino students and 15 percent Black students. Teacher X was then assigned to School K, where she taught for three years. She will be teaching in another school during the 1978-79 school year due to a minority transfer program in the San Diego school system.

Teacher X has sincere interest and concern for her students' educational program, as well as for developing their respect for themselves and fellow classmates. She gives the students freedom to express themselves openly. While never under pressure, the students are motivated by Teacher X's determination and concern for their progress.

Rapport between teacher and students reveals affection and genuine concern about progress the children make. Teacher X praises them for good work, as well as for good posture while in the reading circle. Some examples from the ethnographic data follow:

> *Samantha brings up work for the teacher to check, and she comments, "Fantastic!"*
>
> *"Look how well Stephanie works!"*
>
> *"Dotty's sitting so nicely."*

Teacher X expressed disappointment, sadness, and sometimes anger when students were disinterested in their progress or misbehaved in the classroom.

"I'll place your name on the board if you do that again!"

Since Teacher X's students were very active, inquisitive, and talkative, she chose methods to caution students before actually punishing them for misconduct. She shook her head, meaning "no," and said "sh -sh" quietly.

She placed names of good citizens and "sad" citizens on the chalkboard. She had noisy students leave their desks and sit at other isolated desks.

Teacher X used many positive techniques to keep the students in order. She complimented good behavior as well as good work. Special privileges were given to students who worked quietly and finished all seat work, while students who refused to finish their work were not eligible for such privileges. (The privileges consisted of visiting the listening center to see a film strip, or hear a story, do an art project or a puzzle, or a cooking activity, etc.) Teacher X let good citizens visit the cookie box or fruit tray for good work and good conduct. On Fridays, she had parties after lunch for all students who cooperated and remained good citizens as well as good workers for the entire week. The following observation notes illustrate Teacher X's positive reinforcement philosophy:

> *She (Teacher X) then goes over to the cupboard above her desk and fills a plate with something. She brings the plate back up to the rug and sets it down. It is full of peanuts (a treat for good readers).*
>
> *When all the children have answered what kind of bread they eat, the teacher asks them if they ever eat rolls. Some of the children say yes. She then goes on to tell them that they are going to have some tortillas today because they have been reading about tortillas in their book. She asks Lannie to get napkins and they will have a taste of tortilla.*

Teacher X referred to her lesson plans and organized every activity before the students arrived each morning. The aide's reading center was located opposite Teacher X's reading center so that the entire class was supervised and distractions could be dealt with immediately.

Aides

Teacher X's aide was a very warm and soft-spoken young woman. She usually praised the students and very seldom raised her voice. She followed

Teacher X's plans and organized her reading groups according to the teacher's instruction after testing of the students. She saw students during the afternoon for individual diagnostic prescriptive teaching (DPT), an individualized instruction program in math and reading. The DPT student scores were kept up to date by the aide. She also assisted the teacher by grading the students' papers and tests.

DISCUSSION OF FINDINGS

DISTRACTIONS

The following section of this case study presents an analysis of the distractions observed in the classrooms of the two first-grade teachers participating in this study. Distractions refer to those events which divert the teacher's attention from instruction (refer to Appendix C for Classification of Distraction Codes, referred to in Figure 5, The Distraction Profile).

Student-Generated Distractions

An examination of the Distraction Profile points out the commonality of distractions in the two classrooms observed (see Figure 5). There was less than a 2 percent difference in all but one of the distractions displayed. The distractions displayed on this profile were all student generated and made up close to 90 percent of all the distractions coded.

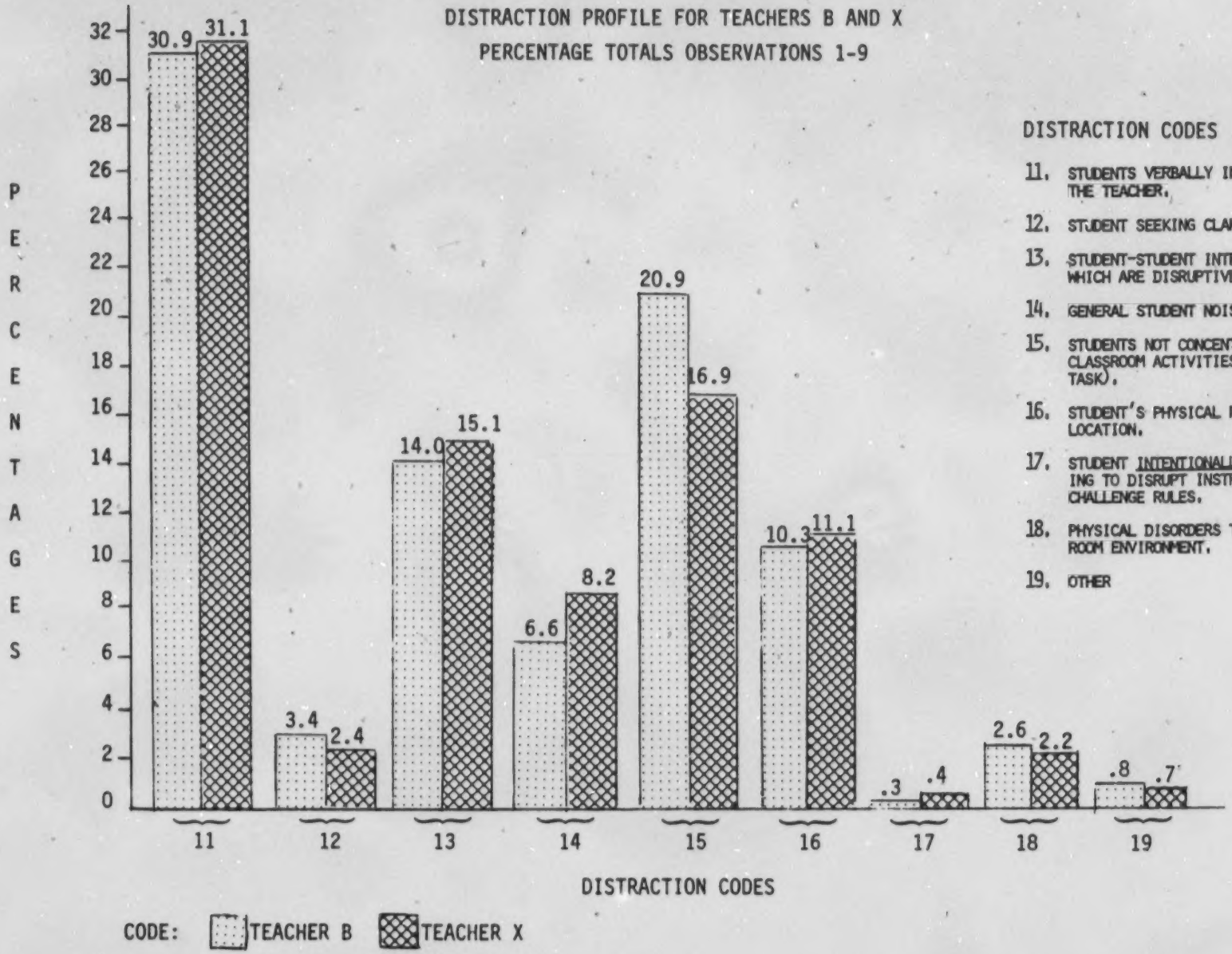
The most frequent distraction to both teachers was Distraction #11 (STUDENTS INTERRUPTING THE TEACHER). This distraction accounted for close to one-third of the student-generated distractions. In Teacher B's room, nearly three-fourths of Distraction #11 came from outside her reading circle. One-third of these interruptions were task-oriented questions, and a third of these task-oriented questions concerned the art activity.

> *A girl, Blanca, who was out of the class when she (the teacher) gave the art assignment, comes up and asks what she should be doing. The teacher tells her that someone at the table can help her and that she understands that she was out of the room when she gave the directions. . . . Blanca again comes up and asks about the art assignment. The teacher looks over at the art table and says, "Peter and Letticia, will you please tell the girls who weren't here what to do for their art project?"*

FIGURE 5

DISTRACTION PROFILE FOR TEACHERS B AND X

PERCENTAGE TOTALS OBSERVATIONS 1-9



DISTRACTION CODES

11. STUDENTS VERBALLY INTERRUPTING THE TEACHER.
12. STUDENT SEEKING CLARIFICATION.
13. STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE.
14. GENERAL STUDENT NOISE
15. STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES (NOT ON TASK).
16. STUDENT'S PHYSICAL POSITION OR LOCATION.
17. STUDENT INTENTIONALLY ATTEMPTING TO DISRUPT INSTRUCTION OR CHALLENGE RULES.
18. PHYSICAL DISORDERS TO THE CLASSROOM ENVIRONMENT.
19. OTHER

In Teacher X's room, two-thirds of Distraction #11 (STUDENTS INTERRUPTING THE TEACHER) came from outside her reading circle. One out of every four of these interruptions resulted from children showing Teacher X their papers.

> *Samantha then brings something up to the teacher to show her. She (the teacher) then looks at Samantha and says, "Very good. Thank you for coming up and showing me."*

In both classrooms, children "talking out" accounted for a significant portion of Distraction #11. In Teacher B's room, one-fourth of #11 distractions occurred within the circle and were caused by children verbally interrupting the teacher. In Teacher X's room, this same behavior accounted for one-third of #11 distractions. Both teachers ascribed this to the spontaneity of young children.

Distraction #15 (STUDENTS NOT CONCENTRATING ON CLASSROOM ACTIVITIES) (not on task) was the next most numerous distraction occurring in both classrooms. This was the only distraction coded which showed as much as 4 percent difference between the two classrooms observed. It is interesting to note that although the Distraction Profile shows Teacher B as having 4 percent more #15 distractions than Teacher X, in actuality Teacher B's 20.9 percent represents 73 of 314 distractions, and Teacher X's 16.9 percent represents 76 of 397 distractions. The number of #15 distractions was almost identical.

As stated in the "Intervention" section of this case study, Teacher B viewed her high #15 distraction profile as resulting from her demand for close attention.

Close to three-fourths of the #15 distractions did occur in Teacher B's reading circle, and did appear to result from Teacher B's demand for

attention. This is well illustrated in the ethnographic notes:

> *They then go over all the new words the teacher has put on the board. She stops them as they begin and says, "Wait; Harold is not with us and he needs to go over the words, too."*

On another day:

> *James has turned the page and is reading the wrong thing. The teacher reaches over and turns his book back and points to the sentence she wants him to read now and repeats her instructions.*

The majority of Teacher X's #15 distractions also occurred in her reading circle. During the second observation, when children had their books open, the following example was noted:

> *She (Teacher X) reminds them that they have to keep their books closed. She says, "If I have to close one more book, I'll be unhappy."*

Another day:

> *As Tina is reading, Larry looks at the back of his book. The teacher reaches down to turn his pages back to the correct page and Larry flips them back before she has a chance.*

Thus, in both classrooms, Distraction #15 occurred with greatest frequency when the children were being asked to pay close attention during reading activities.

Distraction #13 (STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE) was the third most numerous distraction in both classes. The vast majority of these occurrences in both classrooms involved students talking out or taking other children's turns. In Teacher B's room:

> *The teacher asks Kevin to read, and Harold starts reading. The teacher says, "Harold, it is not your turn." As she touches his book, Kevin begins reading. While he is reading, Harold pulls on the teacher's arm. The teacher puts her hand up in a stop signal for Harold to stop talking . . . he talks out. Teacher says, "Did you remember to raise your hand?" . . . As the teacher is going over the work on the board,*

Harold interrupts the teacher and the teacher says something to him and puts his name on the board.

In Teacher X's classroom:

Tina is trying to answer one of the questions when Larry shouts out the answer. The teacher says, "Wait," touching Larry's knee. "Tina is thinking."

During the eighth observation in Teacher X's classroom:

Mona begins reading. Dotty says something, muttering to herself. The teacher tells her to shush. Mona continues reading and Dotty makes another comment. The teacher looks over at her and says, "Dotty, don't say one more word." Mona continues reading. Dotty corrects something that she makes a mistake on and the teacher tells her to shush again and let her figure it out.

This distraction occurred most frequently at the reading circle and, as with #11 distractions, both teachers involved attributed its frequency to the impulsiveness of young children.

Distraction #16 (STUDENT'S PHYSICAL POSITION OR LOCATION) accounted for approximately 10 percent of the student-generated distractions in both classrooms. Students outside the reading circle who were not in the "right" place distracted Teacher B from instruction seventeen times during the nine observations. Similarly, students not in the "right" place were observed as distracting Teacher X from instruction fifteen times.

On the fourth observation day in Teacher B's room:

The teacher is looking up over to Shana (who is out of her seat) and says, "When you finish, what should you be doing?" Shana says something I [the observer] can't hear. The teacher tells her to be doing the right thing. . . . She [the teacher] glances up again at Shana, who has gone to the broken listening center, and points at her and to her desk.

In Teacher X's room on the first observation day:

As the children are doing their work, the teacher raises her voice as she looks over at Mona in the fun center and says, "Please, Mona, take your seat and do your seat work. You are not to play with the clock until you've finished all your seat work. I'm going to put your name on the board." She

then repeats, "Please take your seat."

Students at the reading circle who were not seated properly were observed as distracting Teacher X from instruction 24 times; Teacher B, nine times. These seating problems at the rug accounted for the 2 percent difference in Teachers B's and X's distraction profiles for #16 (STUDENT'S PHYSICAL POSITION OR LOCATION).

Teacher B rarely commented on the children's posture except for chairs tipped back or occasional wiggling.

> *When Marc was wiggling in his seat in the third observation, Teacher B said, "But first, I'll wait for Marc to get comfortable."*

During the first six observations, 16 of Teacher X's #16 distractions resulted from the children's lying on the floor. Thirteen of these involved the same three children.

> *Larry complains that Doug kicked him. Teacher asks Doug to sit up. She then says, "Let's all sit up nice and tall." She waits as children sit up and put their books in their laps. . . . She then says, "Larry, we are waiting for you to sit up."*

School-Generated Distractions

In addition to the student-generated distractions already discussed, school-generated distractions interrupted both teachers' instruction. The school-generated distractions accounted for approximately 10 percent of the total number of distractions.

In Teacher B's classroom, Distraction #23 (CLARIFICATION OF INSTRUCTION NEEDED BY OTHERS) occurred twice as often as in Teacher X's classroom. Teacher B had a new part-time aide. In retrospect, Teacher B felt she had sometimes been too rushed in giving him instructions.

During the fourth observation, as Teacher B left the group to speak

to the Miller-Unruh teacher, she glanced over at the art table and said:

> *"Mr. Mann, don't do the picture for them. They should do their own pictures." Mr. Mann says, "Guys, you have to do your own flowers." As she returns to the group, she says, "Mr. Mann, will you give them another piece of paper and let them do their own flowers?"*

Teacher B had nearly twice as many #42 distractions (COMMUNICATIONS TO TEACHER) as Teacher X, whereas Teacher X had three times the number of #15 distractions (TEACHER CREATES DISTRACTION) as Teacher B.

During the fourth observation in Teacher X's room, the ethnographer noted:

> *Lena reads again and as she is doing so, the teacher asks Samantha, who is at her [the teacher's] desk, to bring us the contractions if she can find them.*

And later that day:

> *The teacher then says she is going to ask them to do something, and gets up from circle and walks toward her desk. The children talk amongst themselves as the teacher gets some papers from her desk and returns to the circle.*

To summarize, in two fairly comparable classrooms (in terms of socio-economic level, student ethnicity, and grade levels), student-generated distractions were preponderant and remarkably similar. Student-generated distractions accounted for close to 90 percent of all distractions coded in both classrooms. STUDENTS VERBALLY INTERRUPTING THE TEACHER was the most numerous of these distractions, followed by STUDENTS NOT CONCENTRATING, STUDENT-STUDENT INTERACTIONS, and STUDENT'S PHYSICAL POSITION OR LOCATION. Many of these distractions occurred at the reading circle.

The apparent causes of these distractions varied, and the proportion of the interruptions coming from within and without the teacher's reading circle was different. Students' verbal interruptions in Teacher B's classroom resulted from task-oriented questions, whereas children

seeking approval for completed work accounted for a large portion of the student interruptions in Teacher X's classroom. Distractions related to student posture were more prevalent in Teacher X's room than in Teacher B's. Thus, there were unique aspects to the distractions common to both teachers.

Though the school-generated distractions were minor, they, too, accounted for the unique aspects of the distractions observed. Clarification of instructions to a part-time aide and communications to the teacher were more often noted in Teacher B's room, whereas teacher-generated distractions were coded more often in Teacher X's room.

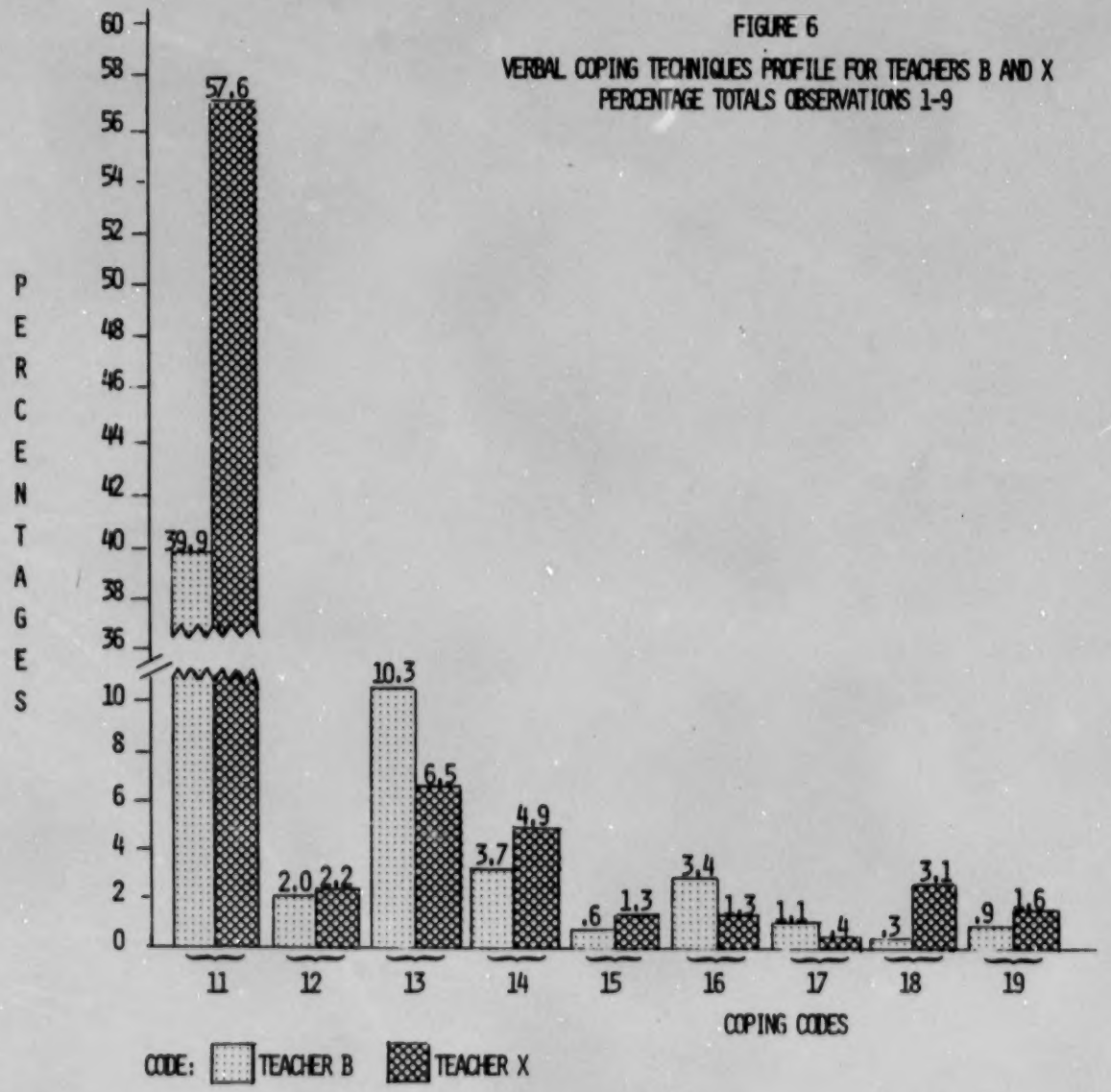
COPING TECHNIQUES

The following section presents an analysis of the coping techniques which were observed in the classrooms of the two first-grade teachers participating in this study. Profiles of verbal and nonverbal coping techniques display the percentage of each teacher's use of the coping techniques coded (see Figures 6 and 10). "Coping techniques" refers to techniques a teacher employed when an event occurred which diverted her attention from instruction. For the purpose of this case study, the term "common techniques" refers to techniques which were predominantly employed by both teachers or which showed less than a 4 percent difference between each teacher's percentage of use as displayed on the verbal and nonverbal coping profiles. "Unique techniques" refers to techniques showing greater than a 4 percent difference between each teacher's percentage of use on the verbal and nonverbal profiles.

Analysis of the data was limited to Verbal Coping Techniques 11-19 and Nonverbal Coping Techniques 21-29, since coping techniques were rarely

FIGURE 6

VERBAL COPING TECHNIQUES PROFILE FOR TEACHERS B AND X
PERCENTAGE TOTALS OBSERVATIONS 1-9



CODES FOR VERBAL COPING TECHNIQUES

11. TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)
12. TEACHER COMPLIMENTING POSITIVE BEHAVIORS OR ACTIONS — AS AN EXAMPLE OF ACCEPTABLE ACTIVITIES
13. TEACHER CLARIFYING OR REMINDING STUDENTS OF RULES (HOW IT SHOULD BE)
14. TEACHER SOLICITING STUDENTS TO A CONFORMING BEHAVIOR (VOICE TECHNIQUES)
15. TEACHER USING VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION OR APPROPRIATE STUDENT ACTION
16. TEACHER DIRECTING STUDENT TO ANOTHER PERSON OR LOCATION
17. TEACHER PUTTING DISTRACTION ON HOLD
18. TEACHER TELLING HOW A TASK CAN BE ACCOMPLISHED
19. OTHER

coded for categories 31-99. The only exception to this was the use of categories 54 and 55, which accounted for 5 percent of the total number of coping techniques (see Appendix for Classification of Coping Techniques). The reader seeking further discussion of categories 31-99 should see *The Formal Research Study*. Examination of the coping profiles indicates the high degree of commonality of the coping techniques employed by the teachers observed (see Figures 6 and 10).

Verbal Coping Techniques

The verbal coping profile points out that both teachers' predominant coping technique was #11 (TEACHER GIVING DIRECT COMMAND OR INSTRUCTION) (telling). Approximately 58 percent of Teacher X's copings were direct commands; Teacher B used the direct command in close to 40 percent of her total coping techniques (see Figure 6). Both teachers used this technique quite effectively.

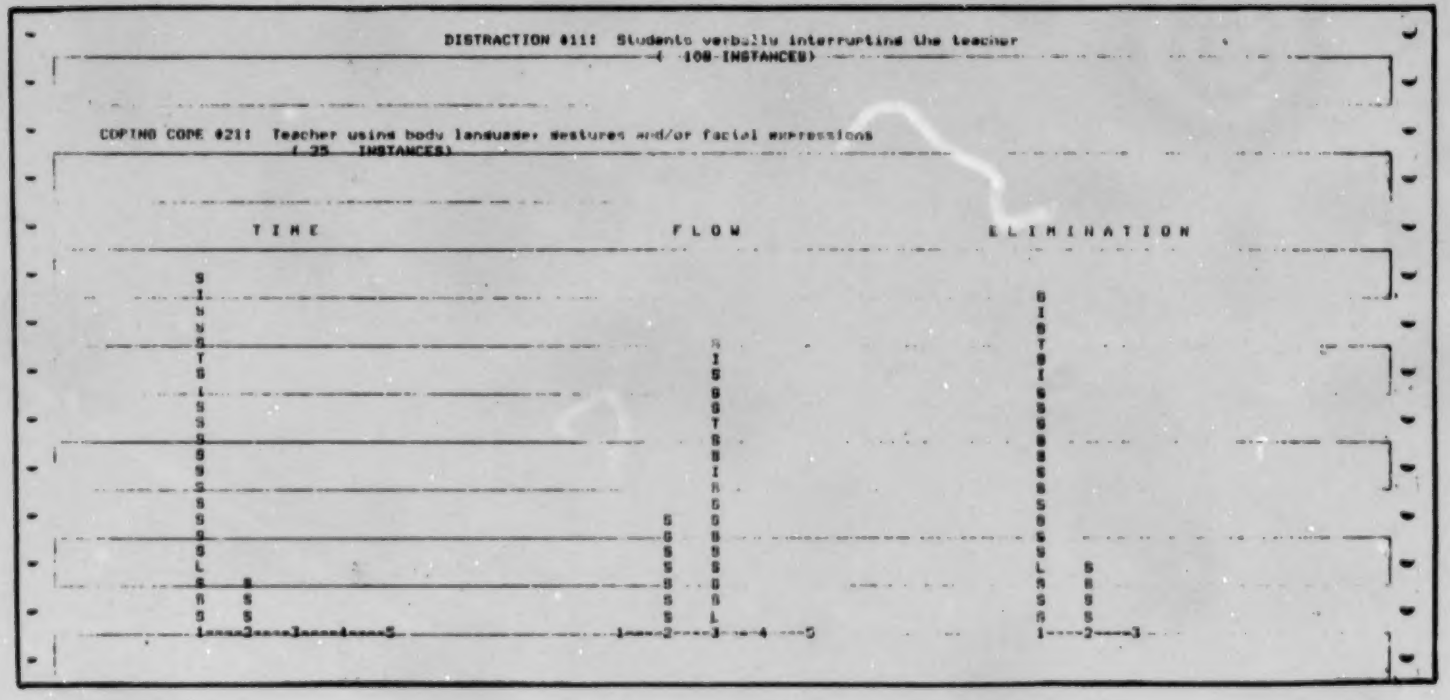
In this study, computer-produced histograms displayed the effectiveness of each teacher's coping techniques in terms of (1) teacher's time off task, (2) flow disruption or the degree the instructional activity was interrupted, and (3) elimination of the distraction (see Figure 7 for code explanation and a more thorough description of these categories).

A technique was judged to be effective in the time category if it took less than 10 seconds (codes 1 or 2); in the flow category, if the technique barely disrupted instruction (codes 1, 2, or 3); in the elimination category, if the technique apparently eliminated the distraction (code 1). Percents of effective coping techniques were calculated for time, flow, and elimination using these criteria.

Histograms showed the direct command took Teacher B less than

FIGURE 7

SAMPLE OF COMPUTER PRINTOUT
OF "TIME", "FLOW" AND "ELIMINATION" HISTOGRAMS



1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

CODE: I=INDIVIDUALIZED INSTRUCTION
S=SMALL GROUP
L=LARGE GROUP
T=TRANSITIONAL TIME

10 seconds 78 percent of the times she used it, barely disrupted flow 95 percent of the times, and apparently eliminated the distraction 83 percent of the times it was employed. Teacher X took less than 10 seconds 83 percent of the times she used the direct command, barely disrupted flow 94 percent of the times, and apparently eliminated the distraction 72 percent of the times she employed it (see Figures 8 and 9).

The remaining verbal techniques common to both teachers accounted for approximately 20 percent of their total coping techniques. Therefore, the data for many of these techniques were quite sparse, especially when compared to the data for the direct command.

Examination of the Verbal Coping Profile indicated the second most prominent coping technique observed in both classrooms was Coping Technique #13 (REMINDING STUDENTS OF RULES). Coping Technique #13 is considered a common verbal coping technique since Teacher B used only 4 percent more #13 verbal coping techniques than Teacher X. This category included coping techniques which reminded students of rules:

> *The teacher begins the reading group by asking the children to pick out words as she says them. She calls on James to go first. He stands and scoots along on his feet as he goes up to the chart and picks out the word.*

The quantitative observer noted that Teacher B said,

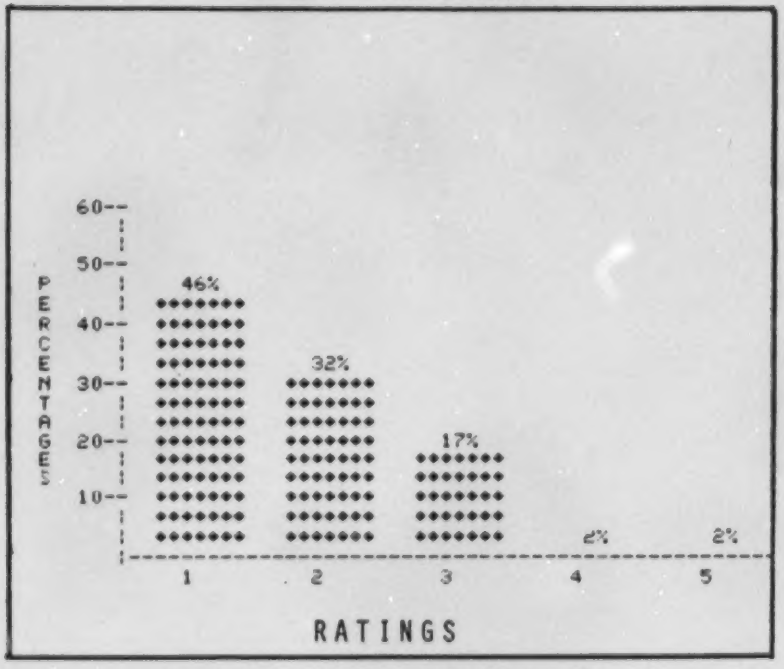
> *"It's not time now for silliness."*

This technique was effective in its time and flow dimensions for both teachers. However, it displayed a poor elimination dimension, for it apparently eliminated the distraction only 58 percent of the times it was employed by Teacher B, and 69 percent of the times it was employed by Teacher X. (Refer to the "Insights" section of this paper for further discussion of the elimination dimension of Coping Technique #13.)

FIGURE SET 8

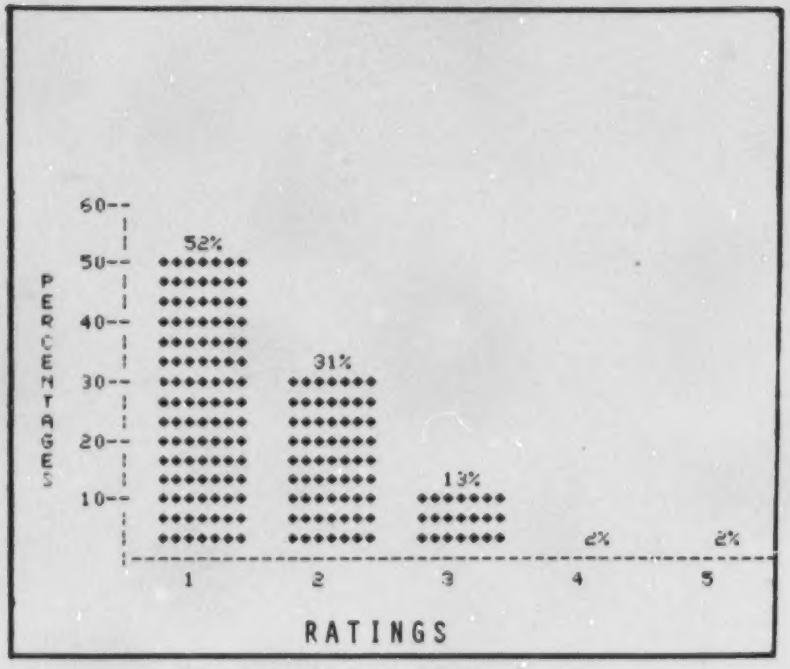
GRAPHIC DISPLAY OF "TIME" HISTOGRAMS OF COPING TECHNIQUE #11
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "TIME" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES = 139

TEACHER X'S "TIME" HISTOGRAM

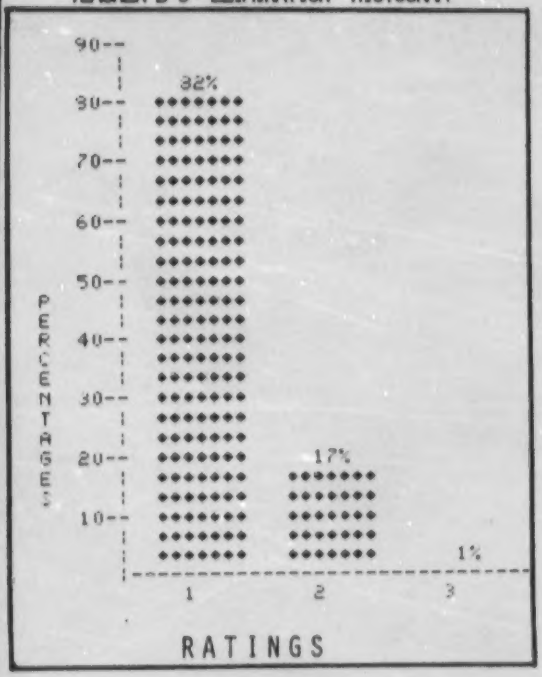


TOTAL NUMBER OF COPING TECHNIQUES = 258

FIGURE SET 9

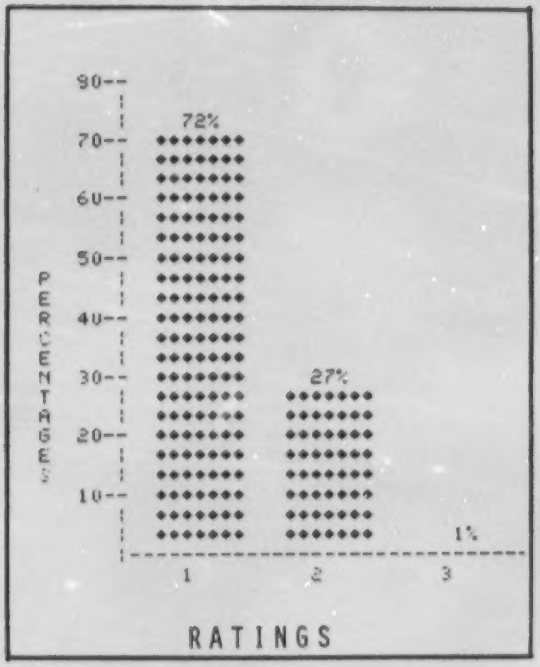
GRAPHIC DISPLAY OF "ELIMINATION" HISTOGRAMS OF COPING TECHNIQUE #11
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =139

TEACHER X'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =258

In both teachers' classrooms, many of the #13 coping techniques coded as 2's involved students talking out or other noise. In Teacher B's room during the fifth observation:

> *They continue reading each question and picking out the right picture to answer the question. When they read #3, the same boy, Dana, says, "Oh, yeah," out loud as he figures out the answer. The teacher says to him, "What should you do if you figure it out?" A few of the children, together, say, "Point." The teacher says, "That's right, point to the right answer." She then asks them to read #4 and when they have figured it out, point. James says to the teacher, "I know all of them," very excitedly. The teacher says, "Just point to them." James then begins poking his finger at his book as he points to different pictures.*

In Teacher X's room during the eighth observation, the ethnographer wrote:

> *The teacher then looks over at the center again and says, "Alex, you'll have to go back to your seat if you don't quiet down. You are not working on your art project." Alex must be saying something behind me, I can hear mumbling, but I can't understand what he is saying. The teacher then says, "If you are not working on your bottle, return to your seat right now."*

This was one of the few verbal techniques in which Teacher B's use exceeded that of Teacher X.

Inspection of the Verbal Coping Profile indicates Teacher X used more verbal copings than Teacher B in six of the nine verbal classifications graphed. This profile indicates small but comparable percentages for both teachers' use of #14 (TEACHER SOLICITING CONFORMING BEHAVIOR BY USING VOICE TECHNIQUES), with Teacher X's use exceeding that of Teacher B (see Figure 6). Both teachers were occasionally observed to hesitate or stop until student's attention was regained. During the ninth observation, when all the children were seated on the rug suggesting words for the teacher to write for the D page of their picture dictionary, the following occurred:

[Teacher B] says that not everyone looks ready, and then waits a few seconds as the children arrange themselves properly on the rug, and as they are doing so, the teacher makes comments about who looks ready.

During a reading group in Teacher X's room, the ethnographer wrote:

The teacher then calls on Lena to read. As she begins reading, Larry talks out. The teacher says, "Wait, Lena, start over. Someone is talking who is supposed to be following along and is not even on the right page."

Loud/soft, harsh/gentle voice inflections were included in this coping technique. For example, in Teacher X's room:

She [Teacher X] then excuses herself for a minute from the group. She stands and turns to the center where there are now three children. She raises her voice and loudly says, "I only told one person to go to the center. Now, the rest of you go to your seats right this minute." She then begins counting, "One, two, three, Alex. Now, return to your seats." She then looks at the rest of the class while the two boys are returning to their seats and says, "I sure like the way Rita and Tasha are sitting doing their work."

During the first observation in Teacher B's room:

Dana says to the teacher, "It's noisy in here." The teacher says, "Yes, I'm thinking of turning out the light," and goes over a couple more pictures. She then says, "Excuse me," to the group and walks briskly over to the light switch. She turns the light out and in an irritated loud voice says, "Please go to your seats, put everything away, games, books, everything." Teacher continues in a raised voice, "I'm trying to get some work done at the rug. I can't get anything done because Natalie's group is looking around the room because there is so much noise. I want everyone at their desks with their heads down."

The data, though sparse, indicated Coping Technique #14 was effective according to time and flow criteria, since both teachers took less than 10 seconds 90 percent of the time it was employed, and it only slightly broke the flow of instruction 80 percent of the time it was utilized. However, the distraction was immediately eliminated only 65 percent of the time the observed teachers employed voice techniques to induce conforming behavior.

Teacher X changed her use of voice techniques in the postintervention observations. Teacher X's use of voice techniques had been responsible for 6.6 percent of her total number of coping techniques in the first six observations. However, no instances of this coping technique were coded for the three observations following the Intervention.*

Small but comparable percentages of use were also displayed on the Verbal Coping Profile for Coping Technique #12 (COMPLIMENTING POSITIVE BEHAVIORS). Again, Teacher X's use exceeded that of Teacher B. Though the data was sparse, computer readouts for both teachers showed this technique took less than 10 seconds 90 percent of the time it was employed. This technique was judged as barely disrupting instruction 80 percent of the time, and showed 60 percent apparent elimination for Teacher X. This technique was judged as barely disrupting instruction whenever used by Teacher B, but as having only 57 percent apparent elimination.

The quantitative observer's notes clearly indicated that children who interrupted Teacher X at the rug to show her their work and who were complimented, often returned with their work, thus explaining, in part, the poor elimination dimension of positive complimenting in Teacher X's room.

During the sixth observation in Teacher B's room, when the children were all at the rug and the teacher was explaining a new art project, the following occurred:

> *A few of the boys start talking about how it looks like a monster, and Mark raises his hand, and the teacher says,*

---

* "Intervention" refers tc group sessions designed to provide teachers with feedback regarding the distractions and coping techniques observed in their classrooms.

"I like the way Mark is raising his hand," and he asks a question about the folder she is holding behind the picture.

This coping technique and ones similar to it were coded as 2 on elimination, meaning the distraction continued at a reduced, but acceptable, level.

For Coping Technique #18 (TELLING HOW A TASK CAN BE ACCOMPLISHED), Teacher X's use exceeded that of Teacher B, as displayed on the Verbal Coping Profile (see Figure 6). In the fifth observation in Teacher X's classroom, the ethnographer wrote:

Mona comes up to the teacher then and shows her some of her work. The teacher looks at her work and tells her that all the F's are reversed. She wants her to erase them and do them over. She then shows her a correct F on the board. The girl leaves and returns to her desk.

Teacher X also used more #15 coping techniques (VARYING PATTERNS OR CLUES TO GAIN STUDENT ATTENTION) than did Teacher B, especially those referring to the teacher's moods. For example, in the second observation:

The teacher asks Alex to read. As Alex begins reading, she says, interrupting him, "I don't like the way Doug is sitting. It makes me very sad." Doug, who is lying on his side, straightens up and sits with his legs crossed.

The data was too sparse to judge the effectiveness of the above techniques.

In addition to previously discussed Coping Technique #13 (REMINDING OF RULES), there were two other common verbal techniques in which Teacher B's use exceeded that of Teacher X. Teacher B directed students to other persons (Coping Technique #16) and put distractions on hold more often than Teacher X (Coping Technique #17). The limited data for Coping Technique #16 indicated this technique had effective flow and elimination dimensions for both teachers, but one-third of the time when these teachers directed students to others, the technique took more than 10 seconds from instruction.

It should be noted, however, that this technique was never observed to take more than 40 seconds.

Nonverbal Coping Techniques

Though much of the data is sparse for nonverbal coping techniques, examination of the Nonverbal Coping Profile graphically points to a trend. In six of the eight nonverbal techniques, Teacher B's percent of use exceeds that of Teacher X (see Figure 10). However, small numerical differences in coping techniques clustered in the nonverbal grouping for Teacher B are magnified on the profile because of the large proportion of coping techniques displayed on Verbal Coping Technique #11 for Teacher X.

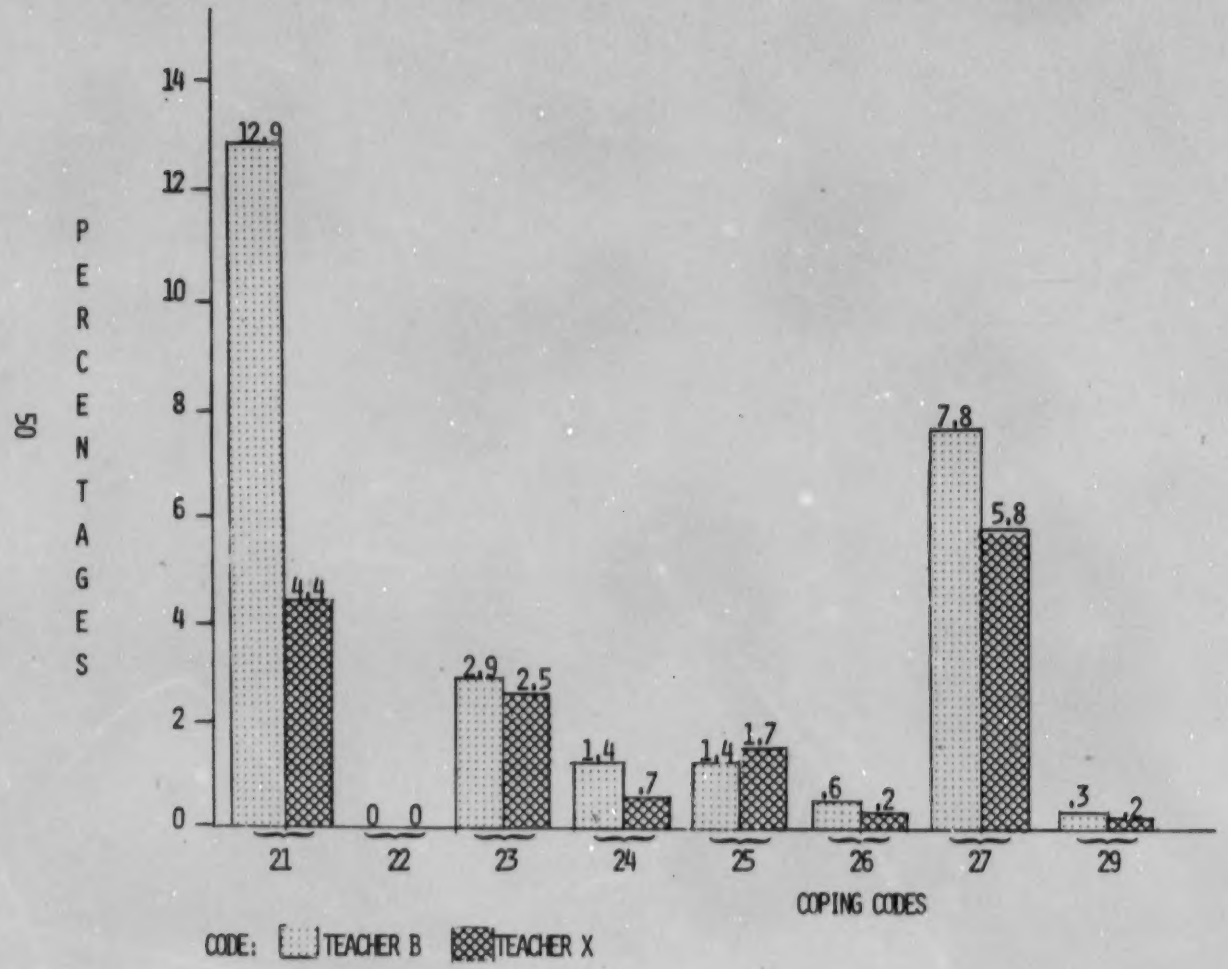
In actuality, Teacher B showed how a task could be done (Coping Technique #26), physically resolved distractions (Coping Technique #27), and nonverbally called attention to inappropriate behavior (Coping Technique #24) only a few more times than Teacher X.

Inspection of the Nonverbal Coping Profile indicates that Coping Technique #27 (PHYSICALLY RESOLVING A DISTRACTION) was a common nonverbal technique (see Figure 10). Teacher B took more than 10 seconds 56 percent of the time she employed Coping Technique #27 (PHYSICALLY RESOLVING A DISTRACTION). However, 93 percent of the time, this technique barely disrupted the flow and immediately eliminated the distraction.

Teacher X took more than 10 seconds 65 percent of the time she employed Coping Technique #27, and 58 percent of time she employed this technique, flow was barely disrupted (Codes 1, 2, and 3). This meant that 42 percent of the time instruction was considerably disrupted (Codes 4, 5). (Refer to Figure 7 for code explanation.) However, Teacher X's use of this technique apparently eliminated the distraction 100 percent of the time.

FIGURE 10

NON-VERBAL COPING TECHNIQUES PROFILE FOR TEACHERS B AND X
PERCENTAGE TOTALS OBSERVATIONS 1-9



CODES FOR
NON-VERBAL COPING
TECHNIQUES

21. TEACHER USING BODY LANGUAGE, GESTURES AND/OR FACIAL EXPRESSIONS
22. TEACHER MOVING OR LOCATING SELF WITH THE CLASSROOM
23. TEACHER PHYSICALLY REDIRECTING STUDENTS' ATTENTION
24. TEACHER CALLING ATTENTION TO INAPPROPRIATE BEHAVIOR (SIGNS, BELLS, ETC.)
25. TEACHER IGNORING DISTRACTION (AFTER EXHIBITING AWARENESS OF THE DISTRACTION)
26. TEACHER SHOWING HOW A TASK IS SUPPOSED TO BE DONE
27. TEACHER PHYSICALLY RESOLVES DISTRACTION ("FIXES IT")
29. OTHER

Both teachers' physical resolution of a distraction displayed poor time dimensions. However, Teacher B's use of this technique was apparently less disruptive to the instructional flow than Teacher X's, with both teachers' coping techniques showing effective elimination.

During the sixth observation in Teacher B's room:

> *James is sitting on the top of his desk now, looking at the reading group. The teacher asks the reading group to read to themselves. She then gets up and brings a chair over to James. He sits down and begins working in his printing book. The teacher returns to the reading group and sits down.*

Teacher X's use of Coping Technique #27 was often in response to distractions caused by the children's leaving for the reading lab. On the fifth observation day:

> *The teacher looks up at the classroom and asks the reading lab group to line up at the door. She then excuses herself from the reading group and walks over to the door and dismisses the children. She looks over at Lannie, who is still sitting at his desk, and says, "We are waiting for Lannie." As Lannie comes over to line up with the rest of the group, the teacher comments to the children standing at the door that Lannie's mother is so nice, she had such a nice talk with her yesterday and she is such a pretty lady. I think the teacher had to talk to Lannie's mother yesterday because he continually was in trouble. She dismisses the group to the lab and then returns to the circle.*

At times, Teacher X's use of Coping Technique #27 resulted from a teacher-created distraction.

During a reading group in the fifth observation in Teacher X's room:

> *The teacher says she is going to see how well they can do on something, and Alex comments, "Contractions?" and the teacher says, "No," as she leaves the group and walks over to the center. As she is leaving, Larry says, "Teacher, I didn't get that much sleep last night." The teacher calls back, "I noticed," as she goes to the corner to get the papers. As she returns, she says that she doesn't have enough pencils, that they can leave their books at the circle and tiptoe to their desks and get a pencil and return quickly. All of the children go to their desks and return without much commotion.*

This coping technique, the teacher's leaving the group to get paper, was coded as a 3 on time (takes less than 20 seconds), and as a 4 on flow (instruction disrupted but teacher brings group back to task).

A common percentage of use was displayed on the Nonverbal Coping Profile for Coping Technique #23 (PHYSCIALLY REDIRECTING STUDENTS' ATTENTION OR TOUCHING). Limited data indicates this technique was particularly effective for both teachers in terms of time and flow. Both teachers took less than 10 seconds more than 99 percent of the time they employed this technique. There was minor disruption of flow 100 percent of the time they utilized physical redirection or touching. However, a considerable difference in each teacher's elimination dimension was noted. Teacher B's use of Coping Technique #23 showed 80 percent apparent elimination, whereas Teacher X showed 36 percent apparent elimination (see Figure 11). On the fifth day of observation in Teacher X's room at time 20, the quantitative observer noted:

> *Larry and Doug were not following in their books, and the teacher puts marker on the line (where they should be).*

At time 25, the quantitative observer noted:

> *Larry was looking forward in his book and teacher turns back to correct page.*

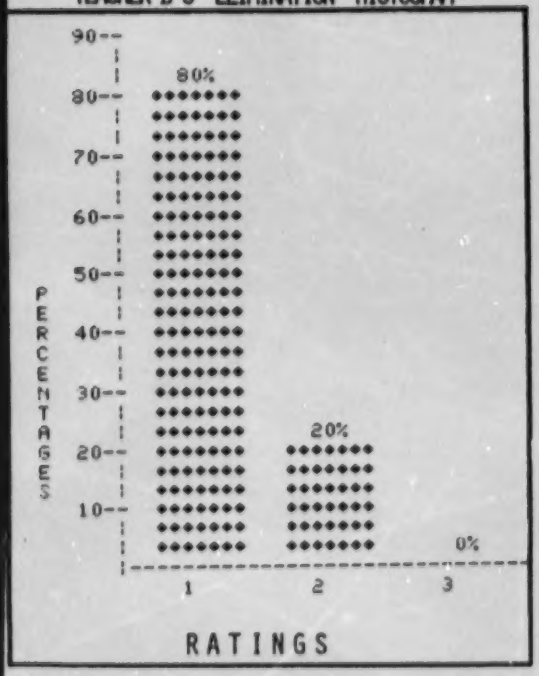
Each of these coping techniques was coded with a 2 for elimination. Teacher B commented that she was continually touching students and their books and was surprised at the small percent of time this coping technique was observed. (Refer to "Insight" section for further discussion.)

It is interesting to note that neither teacher was coded as using Coping Technique #22 (TEACHER MOVES OR LOCATES SELF AS A RESPONSE TO A DISTRACTION).

FIGURE SET 11

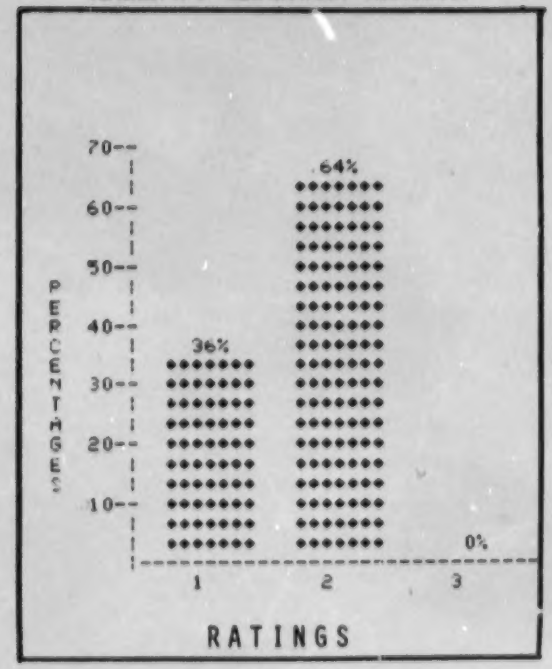
GRAPHIC DISPLAY OF "ELIMINATION" HISTOGRAMS OF COPING TECHNIQUE #23
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =10

TEACHER X'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =11

The quantitative data indicated that Teacher B more often employed combination coping techniques than did Teacher X. The techniques combined nonverbal with verbal coping techniques. These data were too sparse to judge the effectiveness of these techniques, however.

Examination of the Nonverbal Coping Profile indicates Teacher B used 8.5 percent more of Coping Technique #21 (TEACHER USING BODY LANGUAGE, GESTURES, OR FACIAL EXPRESSION) than Teacher X. Teacher B used more than twice as many #21 coping techniques as Teacher X. Therefore, body language lent a unique aspect to Teacher B's coping. Since this coping technique was one of Teacher X's five most utilized techniques, with only the direct command yielding more quantitative data, the effectiveness of this technique will be discussed for both teachers.

The time and flow dimensions of effectiveness were excellent for both teachers. One hundred percent of their coping techniques took less than 10 seconds, with 28 percent taking less than 5 seconds. The flow was barely disrupted 100 percent of the time body language was utilized. Teacher B's data showed 82 percent of distractions apparently eliminated when body language was utilized, whereas Teacher X's data showed 63 percent of distractions apparently eliminated when she used body language (see Figure 12). The ethnographic notes substantiate the effectiveness of this technique for time and flow. During the third observation in Teacher B's room:

> *Ona, who has been out of room, comes back in and the teacher glances over and points at the sign that she hasn't turned around. Ona goes back and turns the sign to "Go."*

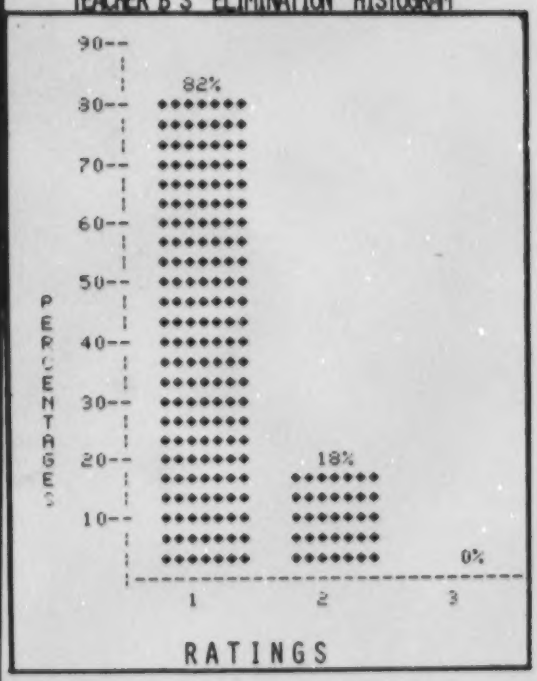
In Teacher X's room during the third observation:

> *A girl brings up a paper as Lena continues reading, and the teacher goes over the paper with her in some detail. A lady*

FIGURE SET 12

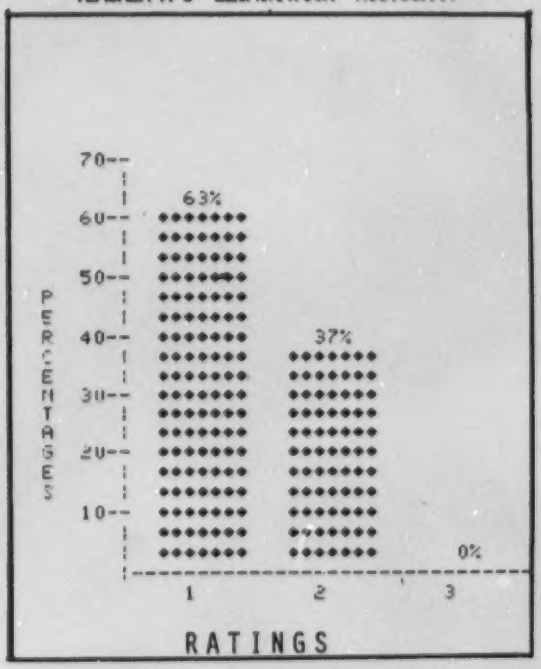
GRAPHIC DISPLAY OF "ELIMINATION" HISTOGRAM FOR COPING TECHNIQUE #21
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =45

TEACHER X'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =19

(the nurse) comes in and stands at the door for a minute and then motions to the teacher that she is taking Mona with her. None of the children in the class has paid any attention to this and the teaher nods as the lady leaves with Mona.

Coping Technique #11 must be viewed as a coping technique common to both teachers because of its predominance in each teacher's repertoire of coping techniques. However, since over half of Teacher X's copings were direct commands, it could be said that there was a significantly unique verbal aspect to Teacher X's coping techniques. It is interesting to note that the direct command appeared to be Teacher X's most effective technique when all three criteria dimensions were taken into account. On the other hand, the use of body language appeared to be Teacher B's most effective technique when all three criteria dimensions were considered.

In summary, both teachers predominately dealt with distractions verbally by giving a direct command. The preponderant use of this technique was common to both teachers. Giving a direct command was found effective in terms of time, flow, and elimination. Over half of Teacher X's copings were direct commands. This accounts for the spread of Teacher B's data over other techniques.

Since the direct command accounted for a large percentage of both teachers' total coping techniques, the remaining verbal techniques common to both teachers accounted for approximately 20 percent of their total coping techniques. Coping Technique #13 (REMINDING STUDENTS OF RULES) showed a similar pattern of effectiveness for both teachers, with good time and flow dimensions but a less effective elimination dimension.

Both teachers used voice techniques involving hesitation, tone, and volume. This technique was effective for time and flow, but also showed a less effective elimination dimension for both teachers.

Limited data indicated a similar effectiveness pattern for positive complimenting. Positive complimenting had good time and flow dimensions, but less effective elimination dimensions for both teachers.

Though the data were sparse for Coping Technique #16 (DIRECTING STUDENTS TO OTHER PERSONS), the technique appeared effective with respect to flow and elimination, but took more than 10 seconds a third of the time it was employed. These findings were similar for both teachers.

Thus, both teachers' predominant use of the direct command showed similar patterns of effectiveness. However, three of the four other common verbal techniques analyzed, though showing similar patterns of effectiveness, each displayed a less effective elimination dimension for both teachers.

The quantitative data for Teachers B and X also showed similar percentages of usage for nonverbal coping techniques. Physically resolving a distraction (Coping Technique #27) displayed poor time dimensions but a good elimination dimension for both teachers. However, Teacher B's use of this technique was apparently less disruptive to instructional flow than Teacher X's usage.

Physically redirecting a student's attention (Coping Technique #23) showed excellent time and flow dimensions for both teachers. However, Teacher B's physical redirection showed 80 percent of these copings as apparently eliminating the distraction, while Teacher X showed only 36 percent of these copings as effective, according to elimination criteria.

Though the data were sparse, a trend was noted in these common techniques. Teacher X's percentage of use exceeded that of Teacher B's in six of the nine verbal categories coded, whereas Teacher B's percentage

of use exceeded that of Teacher X in six of the eight nonverbal categories coded.

This trend was more distinct in the unique aspects of each teacher's coping techniques. Teacher X's extensive use of the direct command was unique to her coping techniques. Teacher B's use of body language lent a unique aspect to her coping techniques.

Furthermore, the data indicated the direct command was Teacher X's most effective coping technique and the use of body language was Teacher B's most effective coping technique.

It is interesting to note that whereas both teachers showed similar patterns of effectiveness for their common verbal copings, more variations in effectiveness was evident in their common nonverbal copings.

Thus, though the distractions in the first-grade classrooms observed were highly similar, the coping techniques of the teachers, though similar in their percentages of usage, showed variation in the effectiveness of the nonverbal techniques.

Computer readouts combining verbal and nonverbal coping techniques graphically displayed the percentages of effectiveness for the time, flow, and elimination for all coping techniques observed over the nine observations. Approximately 80 percent of all coping techniques for both teachers book less than 10 seconds (Codes 1 and 2) (see Figure 13). The data for Teachers B and X showed but 1 percent difference, with Teacher B showing 79 percent of her total coping techniques taking less than 10 seconds and Teacher X showing 78 percent of her total coping techniques taking less than 10 seconds.

The flow was barely disrupted in Teacher B's room 94 percent of the

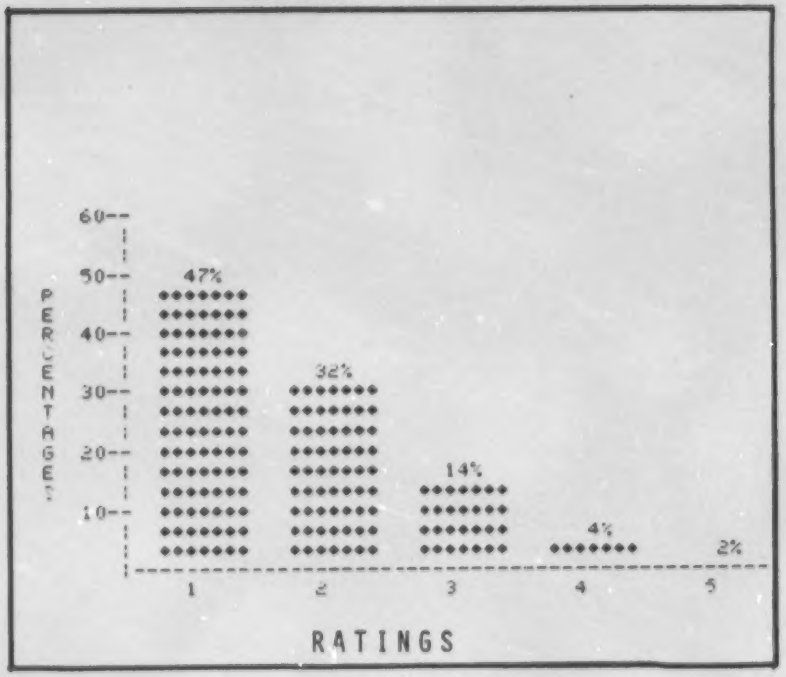
FIGURE SET 13

GRAPHIC DISPLAY OF "TIME" HISTOGRAM FOR ALL COPING TECHNIQUES

FOR TEACHERS B AND X

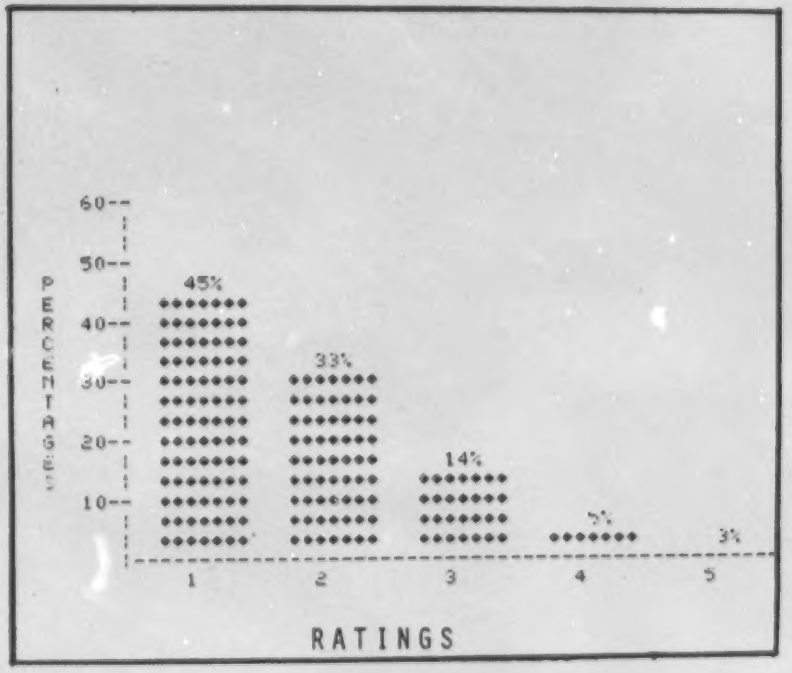
(ALL NINE OBSERVATIONS)

TEACHER B'S "TIME" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES = 350

TEACHER X'S "TIME" HISTOGRAM

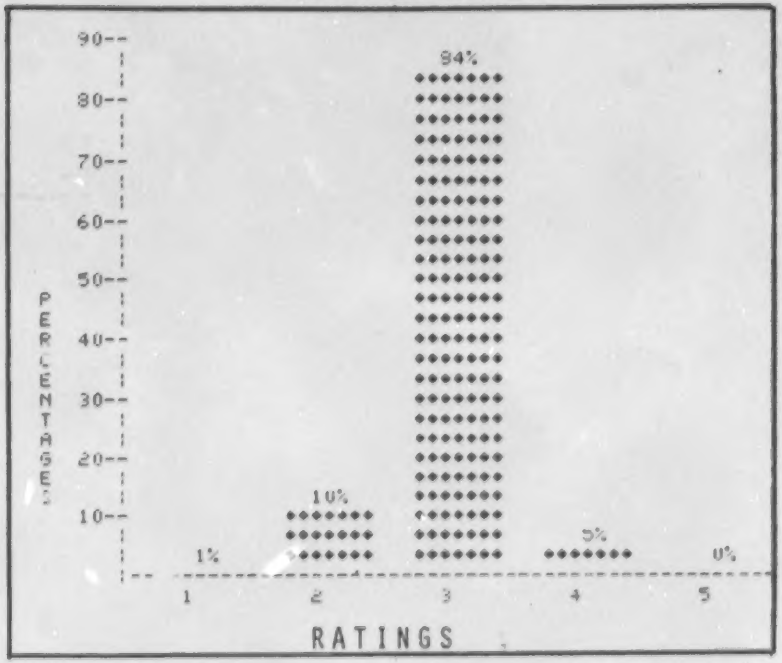


TOTAL NUMBER OF COPING TECHNIQUES = 450

FIGURE SET 14

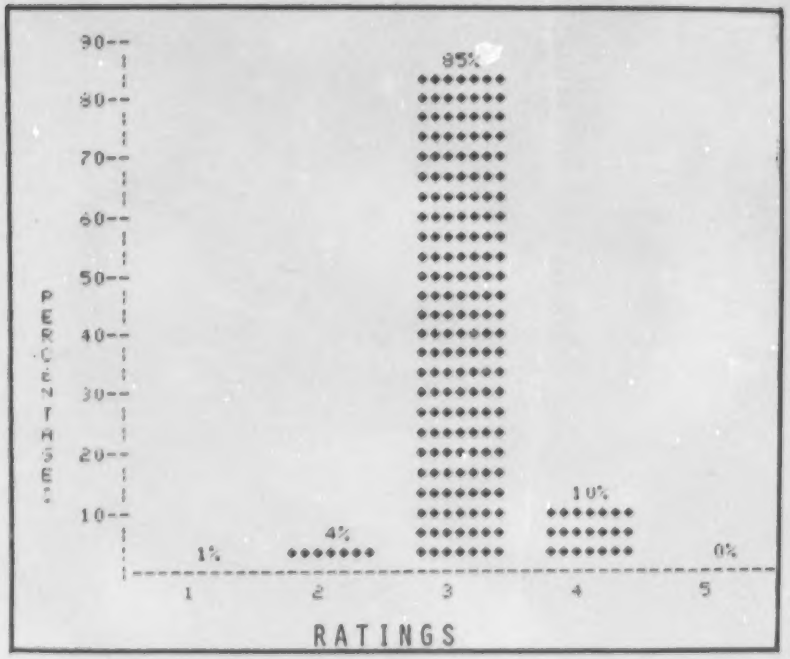
GRAPHIC DISPLAY OF "FLOW" HISTOGRAMS FOR ALL COPING TECHNIQUES
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "FLOW" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES =350

TEACHER X'S "FLOW" HISTOGRAM

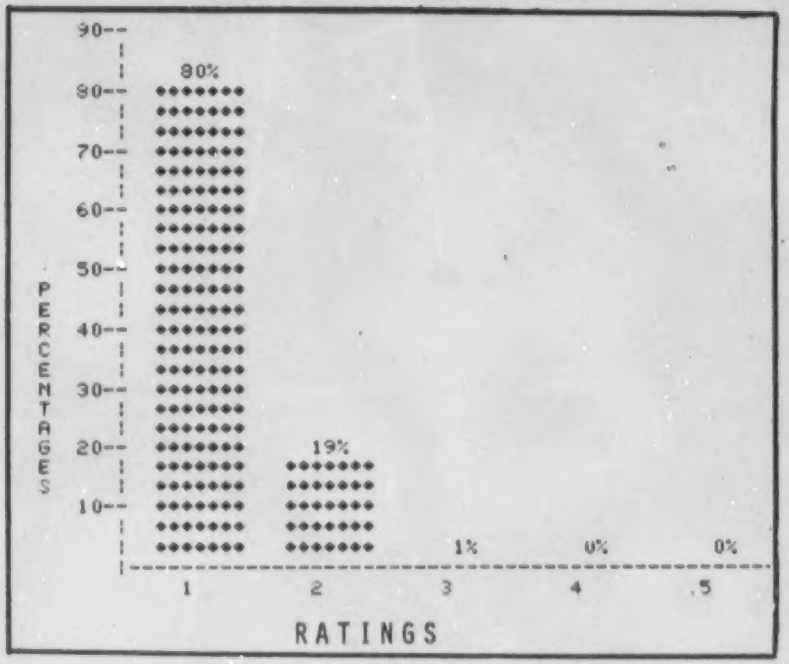


TOTAL NUMBER OF COPING TECHNIQUES =450

FIGURE SET 15

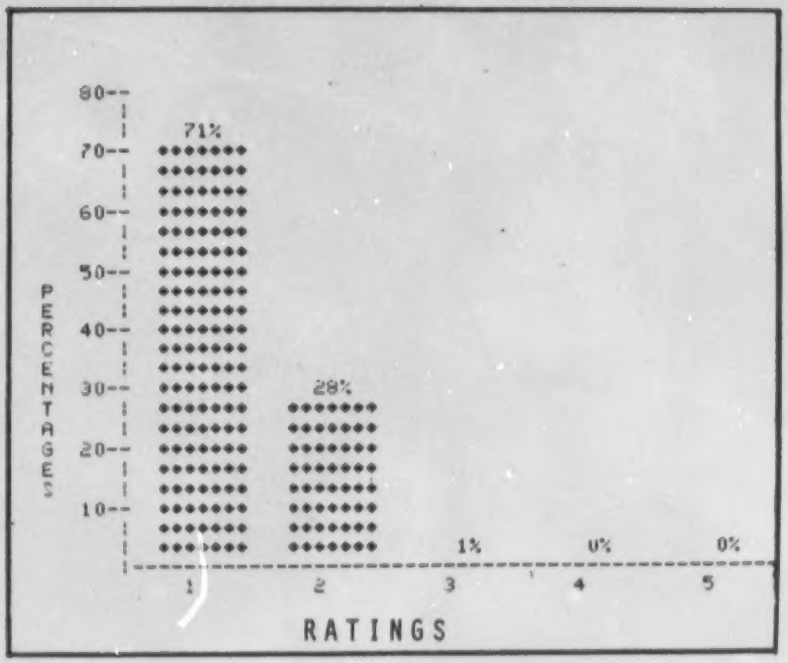
GRAPHIC DISPLAY OF "ELIMINATION" HISTOGRAMS FOR ALL COPING TECHNIQUES
FOR TEACHERS B AND X
(ALL NINE OBSERVATIONS)

TEACHER B'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES = 350

TEACHER X'S "ELIMINATION" HISTOGRAM



TOTAL NUMBER OF COPING TECHNIQUES = 450

times she responded to a distraction. The flow was barely disrupted 89 percent of the times when Teacher X responded to a distraction (see Figure 14). These figures show both teachers' coping techniques as effective for flow.

Whereas the data for Teacher B showed 80 percent of her coping techniques as apparently eliminating the distraction, the data for Teacher X showed 71 percent of her coping techniques as apparently eliminating the distraction (see Figure 15). The data indicated both teachers reduced distractions to acceptable levels 99 percent of the time they employed coping techniques.

DISTRACTION-COPING LINKAGES

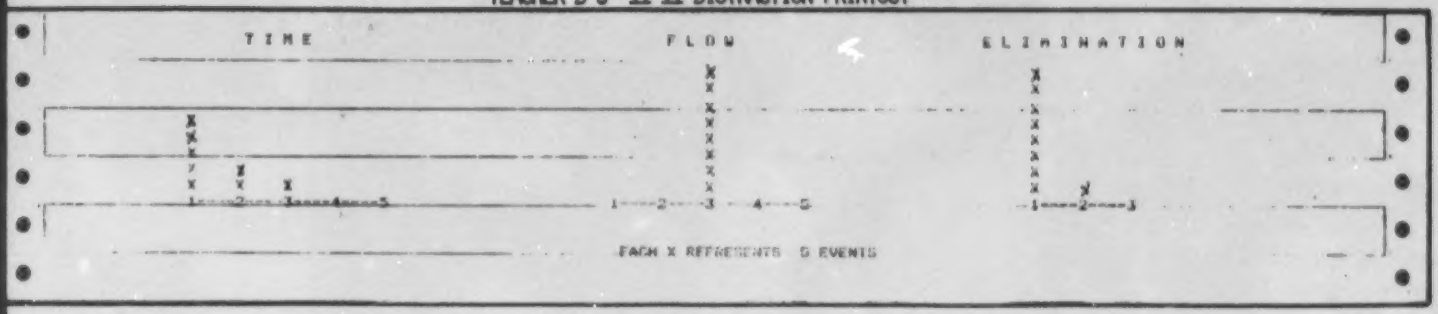
In this study, the use of a specific coping technique in response to a specific distraction will be referred to as a distraction-coping linkage. The data indicated the most prevalent distraction-coping linkage was the use of Coping Technique #11 (DIRECT COMMAND) to deal with Distraction #11 (STUDENTS VERBALLY INTERRUPTING TEACHER). The data showed that Teacher X used this technique for students' verbal interruptions twice as often as Teacher B.

Inspection of Figure 16, which contains sets of these histograms, shows that use of a direct command in response to a student's verbal interruption was most often an effective technique in terms of time, flow, and elimination. Teacher B took less than 10 seconds 87 percent of the time she used a direct command; the coping technique barely disrupted instruction 95 percent of the time, and apparently eliminated the distraction 91 percent of the time she employed it. Teacher X took less than 10 seconds 82 percent of the time she used a direct command; the coping technique barely disrupted

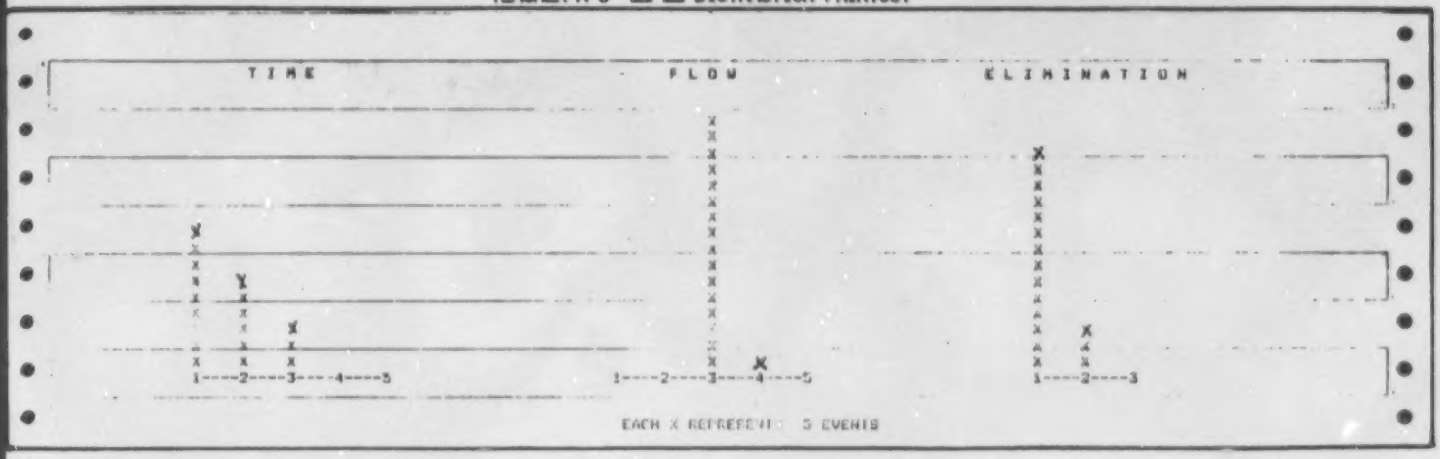
FIGURE 16

COMPUTER PRINTOUTS FOR DISTRACTION-COPING LINKAGE 11-11*
FOR TEACHERS B AND X

TEACHER B's 11-11 DISTRACTION PRINTOUT



TEACHER X's 11-11 DISTRACTION PRINTOUT



DISTRACTION-COPING LINKAGE 11-11 MEANS

DISTRACTION #11 STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE, COMBINED WITH COPING TECHNIQUE #11 TEACHER GIVING DIRECT COMMAND OR INSTRUCTION (TELLING)

instruction 93 percent of the time, and apparently eliminated the distraction 80 percent of the time she employed it.

However, 50 percent of the time when Teacher B employed this distraction-coping linkage during a transition period, this coping technique took more than 10 seconds. A transition period refers to the time period between the dismissal of one group and the resumption of instruction to another group. During the sixth observation in Teacher B's room, the ethnographer wrote:

> *As the teacher tells each group what they will be doing, that group leaves. The children go to their stations. After all the children have been dismissed from the rug area, some girls come up and ask the teacher about the new project. She tells them they still have to complete their flower and the girl objects and says that she already did the flower. The teacher tells her to go to her desk and get the flower so that she can show it to her. The girl says, "But it's not in my desk, it's in that pile over there." So the teacher hands her a stack of flower pictures and the girl begins going through them.*

Teacher B later commented that she allowed student interruptions during the transition period, since she was waiting for the next group to arrive and could spend time with questions without interrupting instruction.

In addition to this distraction-coping linkage, three other linkages were discovered in the quantitative data which were common to both teachers. Each of these distraction-coping linkages utilized Coping Technique #11, and was more frequently used by Teacher X.

Both teachers often responded to Distraction #13 (STUDENT-STUDENT INTERACTIONS WHICH ARE DISRUPTIVE) with a direct command (Coping Technique #11). Teacher X used this technique twice as often as Teacher B. This technique was more than 90 percent effective for both teachers in terms of time and flow, but demonstrated a less effective elimination dimension. Forty percent of these distractions were not immediately eliminated.

Linkage 13-11 (Student-Student Interactions-Direct Command)

	TIME	FLOW	ELIMINATION
B	90%	100%	60%
X	92%	98%	55%

The quantitative data indicated Teacher X saying "Sh" as responsible for two-thirds of her #13-#11 linkages. In Teacher X's room during the second observation, the ethnographer noted:

> *The group continues with reading, with the teacher asking questions of certain children. At times, when she asks a child a question, others will answer, and the teacher has to say, "Shh," and repeat the name of the person she has called on.*

As the figures above indicate, Teacher B often spent more time on her #11 coping technique than Teacher X. As Teacher B was working with a group at the circle, the ethnographer noted:

> *The teacher then looks up again at Natalie and says, "Natalie, she has to do her work there," pointing to the other girl's chair, "and you have to do yours there," pointing to Natalie's desk, and the other girl returns to her desk.*

Both teachers frequently responded to Distraction #15 (STUDENTS NOT CONCENTRATING ON TASK) with a direct command (Coping Technique #11). This technique seemed quite effective in terms of time, flow, and elimination for both teachers.

Distraction-Coping Linkage (15-11)

	TIME	FLOW	ELIMINATION
B	88%	96%	80%
X	89%	95%	74%

Refer to the discussion of Distraction #15 for ethnographic example of Teachers B's and X's use of this linkage.

Both teachers also responded to Distraction #16 (STUDENT'S PHYSICAL POSITION OR LOCATION) with Coping Technique #11 (DIRECT COMMAND). This technique appeared quite effective in terms of time and flow, but slightly less effective in the elimination dimension.

	TIME	FLOW	ELIMINATION
B	80%	90%	75%
X	88%	94%	68%

As has been noted previously, many of Teacher X's Distractions #16 occurred at the reading circle and appeared to result from children sitting on the rug during the first six observations. An ethnographic excerpt in which Teacher X used Coping Technique #11 to deal with this distraction is included in the discussion of Distraction #16 (see "Distraction" section). Distraction #16 was also caused by children's location in the room. Examples of this type of linkage, #16-#11, follow. During the second observation in Teacher B's room:

> *Harold walks by the group, and the teacher notices that he looks like he isn't going any particular place. She says, "Harold, this is your printing time. That's why you're way behind in your book." Harold walks back to his seat and begins his printing.*

During the second observation in Teacher X's room:

> *As the teacher is getting ready to begin the game, she notices that Lonnie is standing next to her, kicking his leg. She asks him to go sit and begin his seatwork. She then begins the word game where she holds a card up and the children take turns reading. If they get the word correct, they are allowed to take one step forward. She holds up the first word and Lonnie says the word out from his desk. The teacher warns him about not doing it again and if he does, she will put his name on the board and that will mean no field trip notice.*

Inspection of the effectiveness dimensions of these linkages indicated that whereas each of Teacher X's linkages showed slightly less time taken, each of Teacher B's linkages showed somewhat better elimination. Histograms showing the percentages of effectiveness in each category coded for all #11 coping techniques graphically substantiate this pattern (see Figures 8 and 9).

As was mentioned in the "Coping Techniques" section, Teacher B's use of body language lent a unique aspect to her coping techniques. The data for Teacher B displayed a unique distraction-coping linkage in her use of Coping Technique #21 (BODY LANGUAGE) as a response to Distraction #11 (STUDENT VERBALLY INTERRUPTING THE TEACHER). This linkage was displayed as effective in terms of time and flow, for 100 percent of the time when it was used, it took less than 10 seconds and barely disrupted instruction. This linkage apparently eliminated the distraction 84 percent of the time. Figure 7 displays the histograms for Teacher B's use of this distraction-coping linkage.

TIME LOSS RESULTING FROM DISTRACTIONS

The following section of this case study presents an analysis of the time lost from reading instruction resulting from distractions to the teacher. The two sources analyzed were the Teacher Daily Log and the computer readouts of the quantitative data.

The Teacher Daily Log refers to transcriptions of teacher responses to a set of questions about her reading instruction on the days classroom observations were made (see Appendix B). These responses were taped the day of the observation. One of the questions elicited the teacher's judgment of the time lost from reading instruction during the observation

period because of distractions. Obviously, this judgment had to be both subjective and retrospective.

The computer readout of the quantitative data refers to graphs which displayed each teacher's percentage of time spent on coping with distractions. Time codes used by the quantitative observer were the following: 1 - taking less than 5 seconds; 2 - taking less than 10 seconds see Figure 7 for explanation of time codes).

Because of the structure of the observer's checklist, each code represented a spread of time. A code of 2, for example, could represent a 6 to 10-second loss. Therefore, the quantitative data for time loss was used to compute a range of time loss for each teacher's reading instruction. Low, average, and high figures were calculated to represent the possible spread for each code and then averaged to yield a figure for average range of time lost over the nine observations.

The average of teacher time loss estimates during observed reading instruction was calculated from the Teacher Daily Log. A figure was calculated to indicate the average length of each observation. This was computed from the quantitative data. The table below presents these figures for each teacher.

INFORMATION	TEACHER B	TEACHER X
Average time loss (teacher estimate)	7 1/3 min.	4 2/3 min.
Range	3.8 ↔ 7.8	5.5 ↔ 11
Average time loss (quantitative data)	5 1/2 min.	7 3/4 min.
Average number of minutes per observation	59 min.	61 min.
Percent of instructional time lost resulting from distractions (quantitative data)	9.3%	12.7%

Thus, the quantitative data indicated 6 to 8 minutes were lost from each hour of instruction in the two first-grade classrooms observed.

It should be noted that since the quantitative observer was responding to several categories of effectiveness (time, flow, and elimination) per distraction, she was not able to code all distractions occurring. Thus, though the above quantitative figures do not represent all distractions, they are indicative of time loss resulting from distractions to the teacher.

INTERVENTION - TEACHER B

After six classroom observations had been made, feedback, or intervention meetings, took place. For two days, the participants of this study analyzed the ethnographic notes and the quantitative data in the form of computer readouts (see Figure 7). They compared their own distraction profiles with a group profile and discussed preventive techniques and the effectiveness of various coping strategies. After day one and day two, each teacher submitted intervention plans in which she outlined the distractions and techniques she intended to work with during the three observations remaining in the study.

During the intervention, Teacher B noted the quantitative data indicated she was often distracted by students not concentrating on classroom activities (Distraction #15). Upon examining the ethnographic notes related to Distraction #15, Teacher B discovered that most of her #15 distractions occurred within the small group setting and that she was able to resolve these distractions quickly. During small group instruction, Teacher B demanded strict attention. Since she felt strongly that her insistence on strict attention was important, she decided to take no action toward reducing Distraction #15.

On the other hand, feedback during the intervention had indicated that the general noise level in her class (Distraction #14) distracted Teacher B from instruction less than it distracted the other teachers. Teacher B noted that while she may not have reacted openly to the noise level, she felt her room was noisy and, therefore, decided to work on reducing Distraction #14. Since her major technique for coping with noise level was Coping Technique #55 (CALLING ATTENTION TO INAPPROPRIATE BEHAVIOR), and since this technique was noted to have a poor elimination demension, she decided to work on using other coping techniques for dealing with Distraction #14.

During the intervention, Teacher B had also noted that the quantitative observer had coded a large number of Distractions #11 (STUDENTS INTERRUPTING THE TEACHER). She therefore decided to also work on improving her coping techniques for Distraction #11 (STUDENTS VERBALLY INTERRUPTING THE TEACHER).

Teacher B planned to use more body language and praise as coping techniques for Distraction #11 and Distraction #14 since the group computer readout had shown these were effective techniques. She also planned to redirect and remind of rules more when a child interrupted the teacher. Teacher B noted that although "remind of rules" had rated poorly in time consumed on the group computer readout, her own readout showed brevity in use of this technique. She added that as a result of the feedback session and because of dissatisfaction with technique #55, she would now only write a child's name on the board after having tried other techniques.

Postintervention computer readouts showed no evidence of Teacher B using more positive complimenting techniques in coping with Distraction #11

(STUDENTS VERBALLY INTERRUPTING TEACHER) or with #14 (GENERAL STUDENT NOISE). The computer readouts also showed a decline in the use of body language (Coping Technique #21) in dealing with these distractions.

On the computer readouts for the postintervention observations, Teacher B did show a slight gain in dealing with Distraction #14 and a decline in coping strategies #24 and #55 which called attention to inappropriate behavior (see Figures 17 and 18).

The observers reported an increase in general student noise level and an increase in time spent by the teacher on student interruptions during the postintervention phase. This latter observation, Teacher B felt, resulted from her attempt to use techniques other than #24 and #55 (both forms of calling attention to inappropriate behavior). During the eighth observation:

> *The teacher is arranging oranges on the board as she tells the group that they will be picking oranges. She then looks up from this as Raymond and a girl, at their desks, are scuffling about something. The teacher says, "Raymond, when your work is done, what should you be doing?" Raymond looks at the girl and she returns a glaring glance. The teacher calls them up to her. He walks over and stands next to her and she continues with the reading circle and begins the picking oranges game. She calls on Andrew to begin, and he stands and reads a word and picks the orange. The teacher looks over at Harold, who is making some comments, and says, "Harold, please." Then she calls on another boy to come up and pick an orange. She then turns to Raymond while the other boy is up at the board and asks him again what he should be doing when he finishes his work. Raymond says, "I should sit down at my desk." The teacher says, "You could be reading a book or working on papers in your desk." She tells him that she wants him to find something good to do and he leaves. Raymond returns to his desk and begins helping Orlando with his printing book.*

In the postintervention observations, Teacher B called distractive children to the reading circle rather than writing their names on the board. Teacher B reported she felt more comfortable with this technique for she

FIGURE 17

GRAPHIC DISPLAY OF DISTRACTION PROFILES
PRE AND POST INTERVENTION CONTRAST FOR TEACHER B

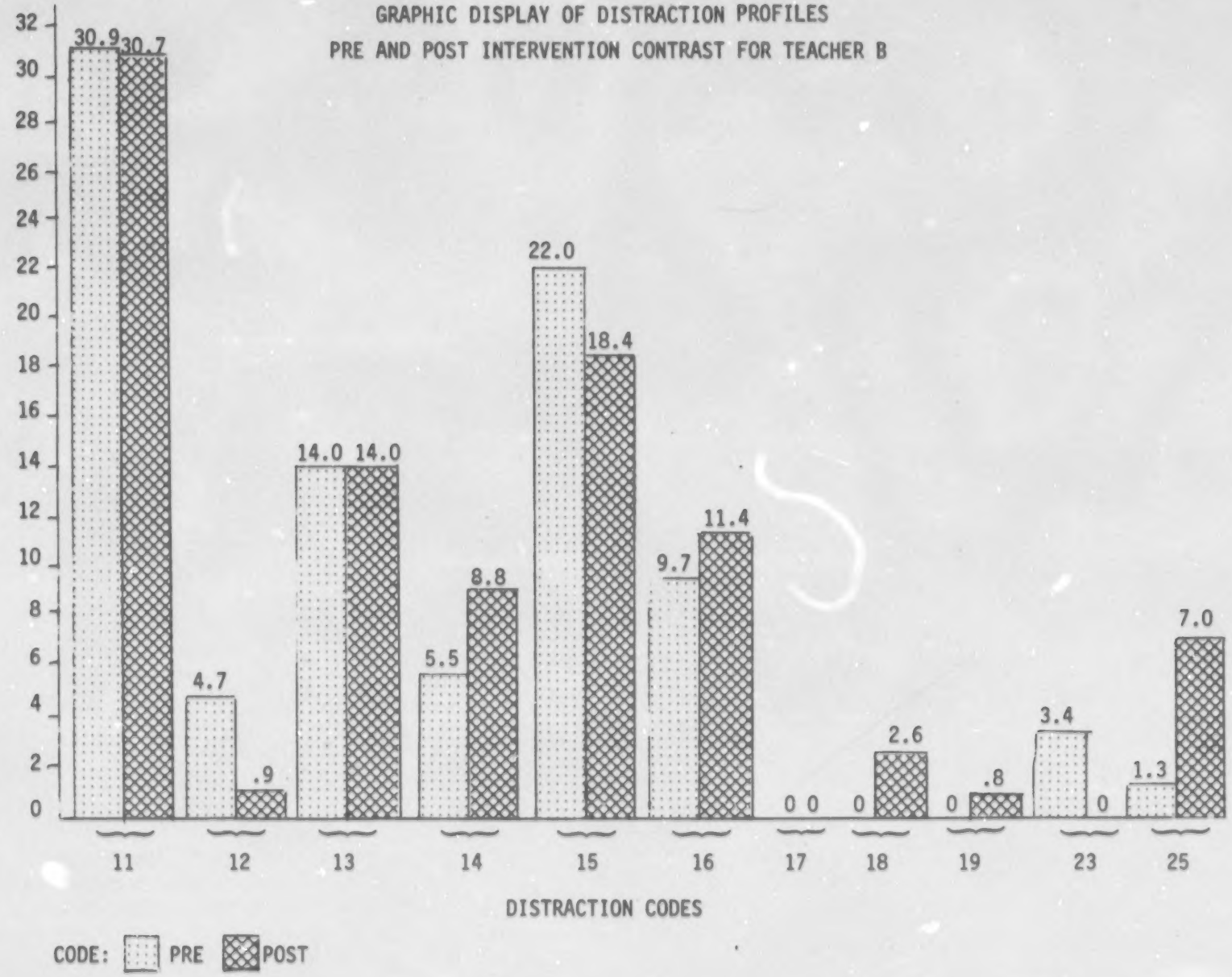
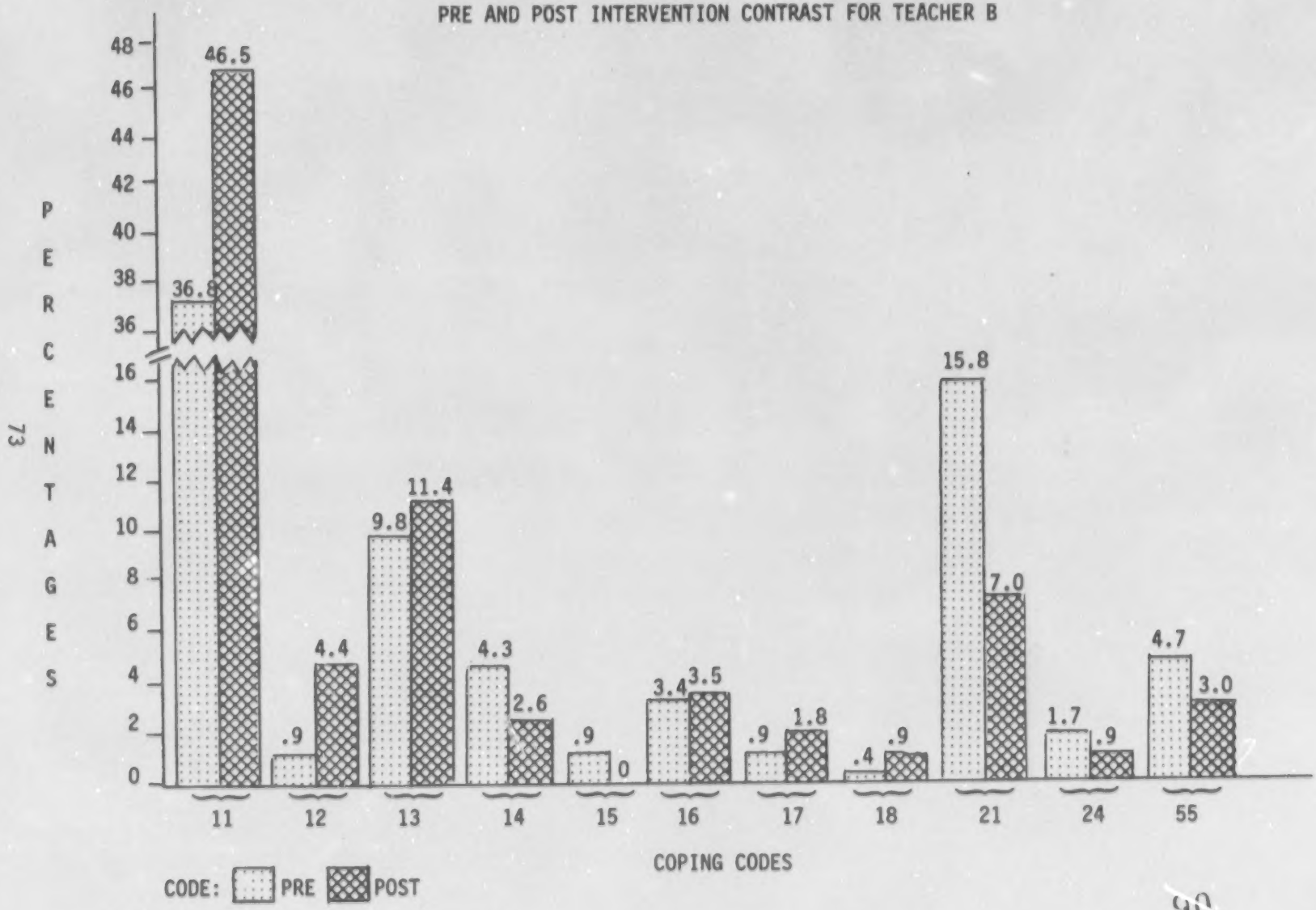


FIGURE 18

GRAPHIC DISPLAY OF COPING TECHNIQUE PROFILES
PRE AND POST INTERVENTION CONTRAST FOR TEACHER B



viewed it as more in keeping with her style than her previous strategy. She felt this change might explain the 10 percent increase in Coping Technique #11 (DIRECT COMMAND) and the increase in Coping Technique #13 (REMINDING OF RULES) on her Pre-Postintervention Coping Profile (see Figure 18).

Teacher B could not explain the 8 percent decrease in her use of body language exhibited on her Pre-Postintervention Coping Profile. Teacher B noted the 3 percent increase in the use of Coping Technique #12 (COMPLIMENTING POSITIVE BEHAVIORS) displayed on this graph was augmented by uncoded instances of this coping technique present in the ethnographic notes. However, these were not used as coping techniques for the distractions the teacher had selected to work on. Teacher B appears to have been able to infuse positive complimenting behaviors throughout the day rather than employ them as reactions to specific stimuli.

As a result of the intervention, Teacher B had also initiated a nonverbal sign used to remind a specific child that he was not following the rules. This child often interrupted other children and tattled. Teacher B had established with the child that she would point to her forehead, meaning "Use your brain; mind your own business." Although this did not occur during the observations, Teacher B wrote of its effectiveness in her daily log: "He stopped in his tracks and did much better today on that." She later reported this technique was so successful that it completely eliminated that distraction.

During the intervention phase, Teacher B had also stated her intention to work on minimizing the chair disruption, which the observers had noted, through labeling six or seven chairs to stay at the rug, and by paying more attention to "stage setting" prior to a group's arrival. Small gold circles affixed to the backs of chairs proved highly unsuccessful.

After the last observation, the aide's suggestion of labeling each child's chair with his/her own name was effective in eliminating many chair distractions.

In addition to the previously mentioned changes, Teacher B had written in her intervention plan of using the Glasser "three-step method" of "What are you doing?" "Is it helping us?" and "What can you do to change?" at recess and lunch breaks. She abandoned it after a few attempts because use during these times seemed too time consuming and children's answers seemed too pat.

Teacher B had planned to make a humorous sign about the noise level, but never did. She stated she still intends to for next year.

Teacher B had also written, during the intervention, of stressing quieter transitions, with the hope of lowering general student noise level. Teacher B did not consistently follow through on this. She viewed this as resulting from her valuing teaching time and not wanting to waste time on the efforts necessary to effect quieter transitions. It is interesting to note that at the time of the intervention, Teacher B had written, "Although 'ignoring' was an excellent technique for #11, I know I couldn't do this, so will not try using 'ignoring.'" In reality, however, the quantitative data showed that Teacher B did use "ignoring" as a coping technique.

Examination of the Pre-Postintervention Distraction Profile indicated only slight changes in the distractions in Teacher B's classroom after the intervention (see Figure 17). The increase of #14 (GENERAL STUDENT NOISE) has been alluded to previously. The greatest change in distractions was a 6 percent increase in teacher-created distractions, with five of these eight distractions occurring on the ninth day of observation. The decrease in #12 (STUDENT SEEKING CLARIFICATION) Teacher B attributed,

in part, to the removal of the art activity area prior to the last observation because of the regrouping she had initiated. Teacher B could not explain the decrease in #15 (STUDENTS NOT CONCENTRATING ON TASK).

In summary, though Teacher B had planned to change her coping strategies as a result of the intervention feedback, there was no significant increase in Teacher B's use of body language or praise in coping with Distraction #11 (STUDENT VERBALLY INTERRUPTING TEACHER) or #14 (GENERAL STUDENT NOSIE). She also discarded the use of the Glasser questioning method, efforts toward quieter transitions, and a specific chair-disruption solution. Teacher B, nevertheless, found the intervention highly valuable. She noted that as a result of the intervention session, she did decrease her "calling attention to inappropriate behavior," and felt more at ease with the change. Though neither the ethnographic or quantitative data reflected the following, Teacher B found secret nonverbal communication with an individual very effective and eventually discovered a chair-disruption solution. Teacher B reported that since several of these changes improved her classroom environment, she intended to "stick with them."

INTERVENTION - TEACHER X

After the intervention, Teacher X decided to make the following changes in her classroom:

1. Eliminate as much noise as possible.
2. Eliminate constant interruptions during reading period.
3. Have the aide assist the students more with seat work, thereby allowing the teacher to conduct the reading groups.
4. Have students bring their chairs up for the reading circle.

The following description of the Intervention Plan has been organized

around each of the four above-mentioned changes. In a few instances, the change areas overlap, due to their close interrelationship.

1. ELIMINATE AS MUCH NOISE AS POSSIBLE.

   Teacher X had not realized the extent of the noise level in her classroom until actually reading the observation notes quoting her continually saying, "Sh, sh, I want you to work quietly at your desks." As a part of her Intervention Plan, Teacher X chose to use a punishment for students who continually refused to work quietly while doing seat work. Punishments selected included staying in during recess to write, "I will work quietly at my desk," and restriction from visiting the listening center or game and fun center during free time.

Teacher X's planned strategies appear to have been helpful in reducing the general noise level (Distraction #14). General student noise accounted for 9.3 percent of Teacher X's total distractions during the first six observations and only 5.1 percent of her total distractions after intervention. It should be noted that the other postintervention changes described in succeeding paragraphs may also have contributed to noise reduction.

2. ELIMINATE CONSTANT INTERRUPTIONS and

3. HAVE THE AIDE ASSIST THE STUDENTS MORE.

Prior to the intervention, the students who were doing seat work were permitted to interrupt the teacher during reading to ask questions concerning their tasks or to get her approval on the work they had completed.

After reading the comments on the first observation period, Teacher X realized that student interruptions to the reading period resulted in

excessive noise and student movement and were a major source of distractions to her reading group.

After the intervention, Teacher X insisted upon her students remaining in their seats and finishing their seat work until the reading group had finished reading. She explained to the students how coming up during reading caused too much of a disturbance for the students in the reading group.

The students were asked to get assistance from the aide while the teacher had a reading group. The aide's assistance helped to eliminate much of the unnecessary noise and interruptions to the teacher. The following observation notes from the postintervention period illustrate the effective use of the aide.

During the eighth observation:

> *The noise level rises again and the teacher looks up again. The aide walks over and tells Eric and Larry to close their mouths. She bends down between the two and helps them with their work.*
>
> *"Albert, you may go and get assistance from (the aide) on your work. She can't see your hand."*
>
> *(The aide) continues to help the children individually at their seats.*

During the ninth observation:

> *Albert would have interrupted the reading group, but the rule was changed to get assistance from the aide when the teacher has a reading group.*
>
> *A girl goes up to the teacher with a question and the teacher looks around at her and says, "What is our new rule? If you have a question while I am in my reading group, you ask (the aide) and then if she has her reading group with her, then you come and ask me."*

This management change was no doubt responsible for the elimination of Teacher X's use of Coping Technique #18 (TELLING HOW A TASK CAN BE

ACCOMPLISHED) in the postintervention observations.

4. HAVE STUDENTS BRING THEIR CHAIRS UP FOR THE READING CIRCLE.

In February, when the first observations took place, the students were reading in a circle on the rug. The ethnographic notes from these initial observations included many instances in which the teacher reminded the students to sit straight and not rest on the rug during the reading period.

Examples of this occurred during the second observation:

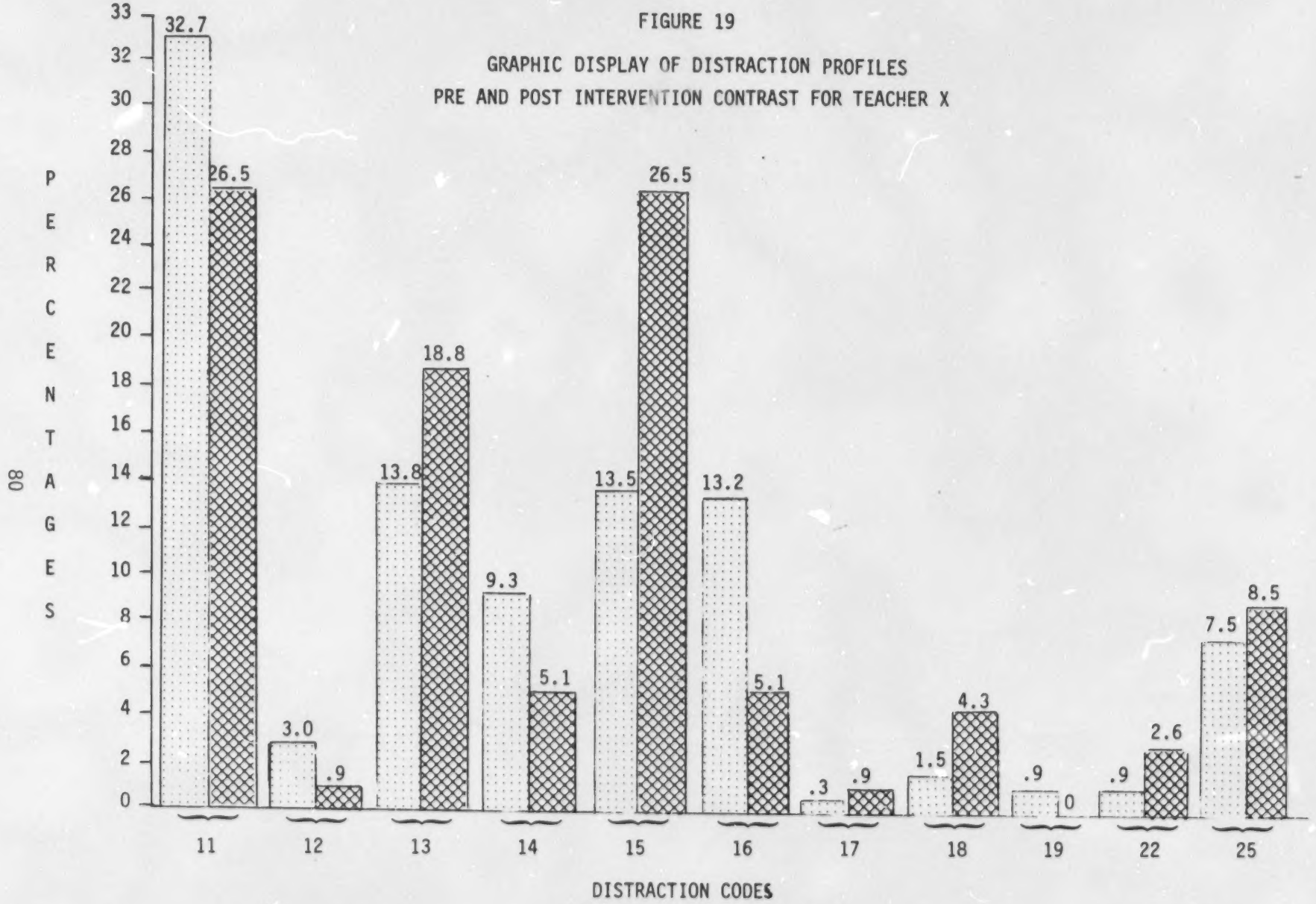
Then Larry complains that Doug is kicking him. The teacher asks Doug to sit up. She then says, "Let's all sit up nice and tall." She waits for a few seconds as the children sit up and put their books in their laps or on the floor in front of them. She then says, "Larry, we are waiting for you to sit up." She then goes on asking questions to the group. Larry still hasn't sat up. He is lying on his stomach with his book in front of him. As the teacher calls on one of the girls to read and she begins reading, Larry finally sits up. As the girl continues reading, the teacher reaches over and touches Doug's legs as he stretches them in Larry's direction. She tells him to "keep your feet in." Larry has now lain back down. Doug lies down, too, with his feet in Larry's direction and his head and book away from the teacher. He is looking through his book, not following the reading of the group. Larry lays his head down on the book and stares at me. I (the observer) glance at him and he puts his head up. Doug is now following along as Larry takes his turn to read.

Following the intervention, Teacher X had the students bring up their chairs for reading. Because of this change, many of the poor posture habits were eliminated. It is interesting to note that Distraction #16 (STUDEN.'S PHYSICAL POSITION OR LOCATION) accounted for 13.2 percent of Teacher X's total distractions in the preintervention period and only 5.1 percent of her total distractions after she used her intervention strategy (see Figure 19).

While the students had not been very attentive when sitting on the

FIGURE 19

GRAPHIC DISPLAY OF DISTRACTION PROFILES
PRE AND POST INTERVENTION CONTRAST FOR TEACHER X



rug during reading, their attention span was improved greatly when they brought up their chairs. The many comments that were made to students by Teacher X about their poor posture were almost totally eliminated after the students were permitted to sit in their seats. Teacher X noted, after the eighth observation, how very pleased she was with the children's attention as well as their good posture during reading. She commented, "The children are all sitting up straight in their chairs and paying attention."

All of the changes initiated by Teacher X after the intervention sessions were very successful and she was pleased with the results, as revealed on the Postintervention Profile. Teacher X decided to continue with the changes since they brought her more joy in her work and more confidence in her total teaching management program.

CONCLUSIONS

DISTRACTIONS

Distractions in the two first-grade classrooms observed arose from predominantly similar sources. In both classrooms, student-generated distractions accounted for approximately 90 percent of all distractions coded by the quantitative observer.

One-third of these distractions resulted from students verbally interrupting the teacher. The major portion of these verbal interruptions came from children who were not meeting with the teacher for reading instruction.

A difference was noted between the two classrooms in the causes for student verbal interruptions coming from outside the group receiving reading instruction. In Teacher B's classroom, when children approached the circle, they were usually asking task-oriented questions. In Teacher X's room, these distractions usually came from children seeking approval of their work.

Students not concentrating on task was the second most numerous distraction coded in both classrooms. These distractions predominantly occurred at the reading circle and were related to each teacher's demand for close attention during reading instruction. Teacher B responded to this distraction 4 percent more often than Teacher X. All other distractions coded showed less than a 2 percent difference in their occurrence between the classrooms observed.

The next most common distraction was student-student interactions which were disruptive. These distractions mainly resulted from students talking out or interrupting other students.

Distractions resulting from student's physical position or location were responsible for similar percentages of the total number of distractions in both classrooms. However, a unique aspect of this common distraction was evident, for Teacher X dealt with children who were not seated properly more than twice as often as Teacher B.

Whereas student-generated distractions accounted primarily for the similar aspects of the two first-grade classrooms observed, distractions from a variety of other sources contributed to the unique aspects of distractions in the two classrooms. Distraction from other sources accounted for only 10 percent of all distractions coded by the quantitative observer, however.

Distractions resulting from clarification of instruction to others occurred twice as often in Teacher B's classroom. Communications to the teacher showed a similar pattern of occurrence. On the other hand, teacher-created distractions occurred three times more often in Teacher X's classroom.

Thus, the distractions observed in both classrooms were highly similar, with slight variations evident.

COPING TECHNIQUES

The coping techniques observed, while similar, exhibited marked variations in each classroom. The preponderant use of the direct command was common to both teachers and was judged to be an effective technique in terms of time, flow, and elimination. However, half the time that Teacher B employed the direct command during a transition, she spent more than 10 seconds using this technique.

The remaining verbal techniques common to both teachers accounted

for approximately 20 percent of their total copings. The data for many of these techniques were sparse, especially when compared to the data for the direct command. Nevertheless, it can be stated that these common verbal techniques had similar patterns of effectiveness for both teachers, as indicated below.

Teacher B reminded students of rules 4 percent more often than Teacher X. This technique seemed effective in terms of time and flow, but only showed 58 percent apparent elimination for Teacher B and 69 percent apparent elimination for Teacher X. The use of voice techniques involving hesitation, tone, and volume appeared quite effective for time and flow, but was less effective in eliminating a distraction. Positive complimenting to eliminate a distraction showed a pattern of effectiveness similar to that for the use of voice techniques.

Limited data indicated directing students to others was effective in terms of flow and elimination, but that redirection took more than 10 seconds a third of the times it was employed.

Common nonverbal coping techniques accounted for less than 15 percent of each teacher's coping techniques. The effectiveness of these common nonverbal coping techniques showed much variation between teachers. Though physical resolution of a distraction showed excellent elimination for both teachers, both teachers' data showed very poor time dimensions and a marked variation in the flow dimension. Teacher B's data showed 93 percent of these coping techniques as effective for flow, whereas Teacher X's data showed 58 percent of these coping techniques effective in the flow dimension.

Limited data indicated physical redirection of student's attention was very effective for both teachers in its time and flow dimensions;

however, a striking dissimilarity was evident in the elimination dimension. Whereas Teacher B's data showed this technique as effective 80 percent of the times it was used, Teacher X's data showed this technique as effective only 36 percent of the times it was employed.

The data were too sparse to determine the effectiveness of the following common nonverbal techniques: the teacher's calling attention to inappropriate behavior, ignoring a distraction after exhibiting awareness of the distraction, and teacher showing how a task could be done.

It was noted that Teacher X's percentage of use exceeded that of Teacher B in six of the nine verbal classifications coded, and that Teacher B's percentage of use exceeded that of Teacher X in six of the eight nonverbal classifications coded.

As has been discussed, Teacher X used 18 percent more direct commands than Teacher B. It is evident that such extensive use of a coping technique would lend a unique aspect to a teacher's coping technique. The data showed the direct command to be Teacher X's most effective technique when time, flow, and elimination were all taken into account.

Teacher B's use of body language accounted for approximately 13 percent of her total coping techniques. She used 8.5 percent more body language techniques than Teacher X. The data showed this technique to be particularly effective in terms of time, flow, and elimination for Teacher B.

The data showed very good time and flow dimensions for Teacher X's use of body language, but as with her other nonverbal coping techniques, Teacher X's elimination dimension was not very effective. The data showed that only 63 percent of her body language techniques apparently eliminated the distraction.

DISTRACTION-COPING LINKAGES

Analysis of distraction-coping linkages indicated four linkages were consistently used by both teachers. The direct command was the coping technique linked to each of the following distractions: students' verbal interruptions, student-student interaction, students not concentrating on task, and students' physical position or location.

The direct command was an effective response to student's verbal interruptions. The same coping technique in response to student-student interaction was effective in terms of time and flow, but showed a poor elimination dimension for both teachers. The direct command was determined to be an effective response to students not concentrating on task for both teachers. This same coping technique, when employed as a response to student's physical position or location, appeared effective in terms of time and flow, but slightly less effective in the elimination dimension.

The data indicated: Teacher X used each of these linkages more often than Teacher B, Teacher X took less time with these linkages than Teacher B, and Teacher B showed more apparent elimination of the distraction than Teacher X.

The data also showed that Teacher B frequently employed body language as a response to students' verbal interruptions. This distraction-coping linkage appeared to be particularly effective for Teacher B.

The data for all coping techniques obverved showed both teachers' coping techniques comparably effective in terms of the time and flow dimensions. There was a 10 percent difference in the data showing the effectiveness of their coping techniques in eliminating distractions.

TIME LOSS RESULTING FROM DISTRACTIONS

The quantitative data indicated an average of six to eight minutes was lost from reading instruction for each hour of instruction in the first-grade classrooms observed.

INSIGHTS - TEACHER B

In analyzing the Nonverbal Coping Profile, Teacher B was surprised to see only ten #23 (PHYSICAL REDIRECTION) coping techniques coded for her over the nine observations, especially since this category included touching. Teacher B felt she consistently touched the children and their books during reading. Therefore, she questioned the quantitative observer about the scarcity of touching coded. The observer noted that since the teacher sat quite close to the students and since she (the observer) was removed from the group, she possibly did not see the touching.

The ethnographic notes repeatedly substantiated Teacher B's feelings about her physical contact with the children. During the third observation, the ethnographer recorded the following:

> *As the children are reading in their books, the teacher periodically reaches over and places the marker under the words that are being read to make sure the children are paying attention. She reaches over to place James' marker in the proper position, but notices that he is following along even though his marker isn't under the word and doesn't move his marker. . . . She leans forward and all the children sit up on the edge of their chairs. She goes over the pages. She asks Lottie to sit back a little bit and continues giving directions on the pages. She touches Lottie on the shoulder again to make Lottie move back and sit still.*

In the fourth observation, the ethnographic notes again showed instances of touching:

> *As she (the teacher) is putting the boxes against the pocket chart, the boys are asking a lot of questions. I should say, Greg and Doug are asking a lot of questions. Greg gets up and points at one of the boxes and the teacher takes his arm and gently sits him back in his chair and tells him to shush.*

During the eighth observation, the ethnographic notes stated:

> *She points to the first sentence and Raymond stands up and loudly begins to read that sentence. The teacher pats him*

on the shoulder and says that they will do it together. He sits back down, she waits for him to quiet down and he is sitting staring straight ahead. The teacher leans over and says to him softly, "Hello, hello," quizzically. As she pulls Raymond's chair up closer to her, she says, "We'll have togetherness." They then begin to go over the sentences on the easel, reading them together. As she asks questions, Greg is bouncing around. The teacher touches his leg and tells him to be quiet while they are testing. She continues with the test.

These are but a few of the many touching techniques noted by the ethnographic observer. None of the above-quoted instances was coded into the quantitative data.

This may be explained, in part, by the subtlety of the distractions which caused the teacher to replace markers and turn pages. Ideally, all children would follow along, and the teacher would concentrate on one child's reading. When children were not following, Teacher B was distracted. There was no obvious distraction, however, for the quantitative observer to code since the teacher did not seem to have her attention diverted from instruction.

Some of the distractions noted above were obvious and still not coded. In analyzing the data, it became evident that numerous incidents recorded in the ethnographic data were not present in the quantitative data, probably due to the nature of the quantitative checklist. Those physical redirections which were responses to obvious distractions noted in the ethnographic data, but not coded in the quantitative data, were but a portion of the distractions and coping techniques which would have been overlooked in this research had it not been for the ethnographic data.

Because of the limitations of time and financing, no thorough tally was made of distractions and coping techniques which were present in the ethnographic material but not coded in the quantitative data. A tally for

one randomly selected day indicated 27 incidents present in the ethnographic notes for Teacher B were not present in the quantitative data. Conversely, 17 incidents were present in the quantitative data but not in the ethnographic notes. There were 23 events which were noted by both observers. The quantitative data noted 40 of the 67 classroom distractions which were recorded, whereas the ethnographic data noted 50 of the 67 distractions recorded.

Another coping technique which Teacher B felt was not adequately represented in her quantitative data was #25 (IGNORING DISTRACTIONS AFTER EXHIBITING AWARENESS OF THE EXISTENCE OF THE DISTRACTION). Teacher B discovered in reading the ethnographic data that she used ignoring very effectively. On several occasions, the observer saw no reaction from the teacher to certain incidents. Since a distraction was defined as an event which diverted the teacher's attention from instruction, incidents which elicited no obvious response from the teacher and therefore did not obviously divert her attention from instruction were not recorded as distractions in the quantitative data. In actuality, the teacher had often noted the occurrence, was distracted by it, but chose to ignore the incident. The ethnographic notes contained the following incidents:

Fourth observation:

> *As they are continuing in the group, James, who is sitting at his desk, tips his chair all the way back to look in his desk. It then falls over. No one seems to pay any attention.*

Fifth observation:

> *Natalie is now over in the corner area looking in a book, talking loudly again about what the pictures are in the book. As she does this, two boys come over to watch her and listen to what she is saying. The teacher doesn't seem to notice.*

Sixth observation:

> *He (Raymond) walks over to the teacher and stands next to her for a while and she ignores him. He then walks behind the group and stands relatively close to them and watches them read. The teacher never looks up at him. Letticia is now looking around the classroom. The teacher asks her if she is following as they continue reading in the book. Raymond is still standing behind the group.*

Seventh observation:

> *She moves James' chair over and says, "Please move back here." He doesn't really move, but just stays in his chair as the teacher scoots him over and he then begins sucking his thumb. He sits quietly in his chair as the teacher then arranges the rest of the chairs in a semicircle. James is now sitting behind the rest of the circle, and the teacher has left one extra chair for him. He gets up and takes his chair back to his desk and then returns to the group to sit in the chair that the teacher has left for him.*

Eighth observation:

> *Shana comments that she doesn't like to do the words and sits with her arms folded across her chest with a slight smirk on her face. The teacher is arranging the cards as she leans over and tells Marc that he can wash his hands later. He has been at the art table and has paint all over them. As she straightens up in her chair, Shana sits down with the rest of the children on the rug.*

Ninth observation:

> *As the group continues, Greg goes by and gets some paste from the sink area and then comes back by the group and tells the teacher that he has gotten some paste. She doesn't respond to this.*

A third coping technique which Teacher B felt was not accurately represented in the quantitative data, again because of subtleties involved with its use, was Coping Technique #13 (REMINDING OF RULES). Teacher B found incidents in the data which she viewed as "reminding of rules" which had been classified by the quantitative observer under Coping Technique #11 (DIRECT COMMAND OR INSTRUCTION--TELLING).

For example, the quantitative observer noted during the sixth

observation, when children went to the listening post, Teacher B said, "Do you have your printing done? I'll look at it later." Teacher B viewed this coping technique as partially including her reminding the children of the rules, for they were to complete their printing assignment before going to the listening post.

In the seventh observation, when a child came to the reading circle and interrupted the teacher, the quantitative observer noted that the teacher said, "Mr. Mann is right over there to help you." Teacher B viewed this as reminding the child not to interrupt the teacher, but to see the part-time aide for help.

The ethnographic notes, too, referred to incidents where Teacher B felt she was reminding children of rules. In the fifth observation, the following occurred:

> *As the children are collecting their things, the teacher arranges the chairs in the circle for the next group. As she is doing this, she looks up and says, "Tyrone, we're waiting for you, and you are talking." Not all of the children are yet at the group.*

Teacher B noted that when she called a group, students were supposed to collect their materials and come quickly.

In analyzing the data, Teacher B commented that Coping Technique #11 (DIRECT COMMAND) seemed to overlap with Coping Technique #13 (REMINDING OF RULES). The quantitative observer recalled noting that categories such as #11 were too broad. Several incidents from the ninth observation further illustrate coping techniques coded as #11 which Teacher B viewed as #13 (REMINDING OF RULES):

> *Greg and Peter have moved into the cloakroom out of view and the teacher, who has seen this, looks up and says, "Greg and Peter, you owe me some work today." They come out and sit down at a table.*

Raymond now comes up to the reading circle and tells the teacher that he doesn't have anything to do and can he read. He has walked around in front of the circle and is standing right next to the teacher. The teacher says, "Of course, you can always read. That is what you are supposed to do." Then she refers to a few things that he can read.

Letticia is standing at the reading circle and the teacher says to her, "Letticia, while you are here, I want to talk to you. You have been too noisy at your table lately, and if you can't learn to be more quiet, that means I am going to have to make a card out for you and talk to your mother. She reminds Letticia to be more quiet at her table and then lets her leave.

She then tells the children to look for something in the story and asks them to read to themselves. When they have finished reading, she comments that she wants them to use their markers to find the sentence. Marc tries to get up to get his marker which he has evidently left at his seat. The teacher says, "No, not now. It's too late." She hands him a word card to use instead.

The reading group continues reading in the book. The teacher looks up from the group and says, "Kevin, can I see you?" She then asks the group to read to themselves in the book. As Kevin is walking up to the circle, Andrew returns from the nurse and walks up also and hands the teacher a note. The teacher looks at Kevin and says, "Kevin, you have work to do on your desk." Kevin leaves and returns to his seat.

There was another aspect of Coping Technique #13 (REMINDING OF RULES) which Teacher B felt compelled to comment upon. In analyzing the quantitative data, Teacher B had set apparent elimination (Code #1) as her criterion for an effective elimination. Therefore, according to this criterion, with only 58 percent of Teacher B's Coping Technique #13 having been coded #1 (apparent elimination), she reported in this case study that this technique was not effective in its elimination of distractions. Despite this, Teacher B views "reminding of rules" as a very effective technique. The following excerpt is an example of Coping Technique #13 which received a code of 2 in elimination:

As the children continue writing in their test books, the teacher looks up and says, "Table 2, if it doesn't get quiet,

I am going to ask everyone to go to their seats and put their heads down." She then returns her attention to the reading circle and the noise resumes at Table 2 for a few seconds and then quiets down.

Teacher B feels this excerpt points out the effectiveness of Coping Technique #13. In using this technique, Teacher B did not expect immediate cessation of the distraction. For Teacher B, the value of giving children time to think and thus develop self-control, far outweighs the aspects of effectiveness studied in this research.

Teachers are continually having to weigh alternatives with regard to their teaching techniques. Teacher B commented that this study had raised a question about her techniques which, as of this writing, she had not yet resolved.

In the postobservation interviews, the observers commented that they felt the changes observed in the postintervention observations were disruptive to Teacher B's reading instruction. While approximately the same number of interruptions to reading instruction occurred each day in the pre- and postintervention observations, Teacher B was taking more time with individual children during the postintervention observations, consequently taking more time away from reading instruction. An ethnographic example of this may be found in the "Intervention" section of this case study. As was noted in that section, Teacher B felt more at ease with the technique of speaking to children individually rather than writing their names on the board. Most probably, Teacher B will try to strike a compromise which results in sensitivity to children's feelings and time loss.

In finding ethnographic examples of "ignoring," which Teacher B felt was not adequately represented in the quantitative data, Teacher B vividly recalled how disturbing she had found the distraction of Shana's

nonparticipation (see discussion of Coping Technique #25 in this section). This incident brought to mind an interesting dimension to the concept of distractions, one which was overlooked in the research design; that is, which distractions were most disturbing to the teachers observed?

A question included in the daily log could have provided relevant insights on this question.

The teachers involved in this study were surprised to find that 90 percent of their distractions were student generated. This writer had previously noted fellow teachers were particularly disturbed by distractions coming from outside their classrooms, and a discussion of this fact had preceded generation of the question researched.

This writer hypothesizes that the teachers were surprised by the extent of student-generated distractions because these distractions are expected and more receptive to teacher control in prevention or resolution than are distractions coming from outside the classroom. On the other hand, the number of distractions coming from outside the classroom, though small, assumes larger proportions because of the limited control the teacher feels she can exert over these intrusions.

Often, these intrusions are expected, such as scheduled instruction for students with special needs. As was noted in the "Coping Techniques" section of this case study, there was considerable disruption of instruction due to children's participation in a reading lab at Teacher X's school. Teacher X lined students up, reminded them of rules, and occasionally escorted them to the lab. The reading specialist at Teacher B's school, on the other hand, came into the classroom and quietly lined up and escorted students to her room with minimal involvement from Teacher B. Handling

out-of-room instruction for young children in this manner resulted in no ostensible break in the flow of reading instruction.

The reading specialist's awareness of Teacher B's feelings concerning the disruption to instructional flow caused by "pull-out" programs, indubitably was heightened by her own very recent experience as a primary classroom teacher. Her concern for minimizing the disruption to the classroom teacher's instruction at School H was appreciated. It is difficult to determine whether this concern contributed to, or resulted from, the "togetherness" at School H previously alluded to in the "Context" section of this case study.

Teacher B felt compelled to note one more insight concerning the quantitative data gathered in this research. If one were to look only at the results of the quantitative data, the first-grade teachers involved in this case study would appear to be highly similar. However, according to the observers, the teachers were highly dissimilar. Teacher B felt these differences would be evident in any page of ethnographic material. The reader is directed to the ethnographic notes included in the Appendices. Material was selected from the fifth observation since it was felt the observer had most probably maximized her ethnographic skill by this point in time.

Teacher B has always been skeptical of research findings. Her experiences with quantitative data in this study have confirmed her skepticism.

If the quantitative data portrays the coping techniques of the teachers in this case study as remarkably similar, and the ethnographic data substantiates the observers' comments concerning the dissimilarity of

the teachers' coping techniques, then this case study underlines the significant contribution ethnographic data can make to the validity of classroom research.

In analyzing the data for this case study, however, a few instances were found where Teacher B viewed the brief notes kept by the quantitative observer as more accurate than the material in the ethnographic narrative. In the second observation, the ethnographer noted:

> *Shana makes a silly comment . . . and the teacher asks her to please not be silly.*

The quantitative observer's notes read:

> *"Shana, we're not going to be silly."*

Similarly, during the fourth observation, when James was acting silly, the ethnographic observer wrote:

> *The teacher asks him not to be silly.*

The quantitative observer's note read:

> *"Not time now for silliness."*

And in the eighth observation, the ethnographic observer wrote:

> *As the teacher continues to help Raymond catch up, she glances up from the group and tells two girls to be quiet and to sit down and do their work.*

The quantitative observer's notes read:

> *"Are you done with your printing? Where should you go?"*

In each instance, Teacher B commented that the quantitative observer's notes matched her recall of the incident. Thus, in this case study, the quantitative observer's notes supplemented the ethnographic data.

The precision of classroom observation possible through the use of brief quotes validates their inclusion in the Inservice Training Design developed as part of this research. The reader who wishes to know more of

the Inservice Program Design is referred to the Inservice Training Report written by the trainer-developer on the Interactive Research and Development on Teaching Team.

Limitations of time and funding did not allow minute inspection of the data to determine the precise extent of inconsistency between the two data sources. However, Teacher B judged these inconsistencies to be infrequent on the basis of the cross referencing of the ethnographic and quantitative materials undertaken during data analysis. However, she felt they should be mentioned, for these quotes indicate the extent to which a word or phrase in ethnographic material can create a misconception of a teacher's style. This underlines the delicacy of the ethnographer's task.

Teacher B noted, in looking back to her intervention plans and the changes which resulted, how difficult it was to change the way she dealt with distractions. Her coping techniques were very much a part of her teaching style.

During analysis of the postintervention data, the intervention participants suggested that a daily checklist might have centered each teacher's attention on the desired changes and, consequently, fostered greater changes.

Whereas, Teacher B had largely written in her intervention plan of intentions to change her coping techniques, Teacher X had mainly written of plans to minimize certain distractions. Teacher X's planned changes were highly effective.

It appears that change in the classroom can be effected through observation, feedback, and changes in management techniques.

As a result of observation and feedback, Teacher X provided chairs

at the reading circle. This management change reduced the number of Distractions #16 (CHILDREN'S POSITION OR LOCATION) by approximately three-fourths. Since Teacher X had employed the direct command in three-fourths of her responses to this distraction, it followed that minimizing this distraction reduced Teacher X's use of the direct command. The reduction of Distraction #16 was responsible, in part, for the change in Teacher X's use of Coping Technique #11 noted in the postintervention observations.

Thus, change in management procedures which reduce distractions can also be responsible for change in coping techniques. As a result of data analysis and concurrent interviews with the observers, Teacher B has decided to implement the following management procedures in her classroom: rearrangement of the classroom with the purpose of giving more room to the aide, moving the listening post closer to the aide and requesting her supervision of that center, and more preventive task-direction procedures.

Teacher B believes this section of the case study validates the inclusion of the teacher in classroom research. In providing an opportunity for the teacher to comment on the findings, Teacher B feels the accuracy of this research has been increased.

In this particular study, only the teacher knew at times what was distracting her attention from instruction. Thus, the teacher's citation of coping technique examples evidenced throughout the ethnographic data which had been overlooked or miscoded in the quantitative data because of subtleties obvious only to the teacher, expanded and thus refined the results of this case study.

Teacher B viewed her experiences with IR & DT (Interactive Research and Development on Teaching) positively. She attributed these feelings,

in a large degree, to the warm interpersonal relationships which developed among team members.

Teacher B commented that the parity of team members had fostered positive interactions and was made possible by the high degree of respect each member held for the expertise of the other team members.

Teacher B went on to comment that besides the positive strokes she had received from other team members, she viewed the ethnographic notes as highly supportive of her teaching. She was able to look at herself and her classroom through the ethnographic notes and was basically pleased with what she saw.

Teacher B noted that she had joined the IR & DT team, in part, for personal growth. She viewed the above experiences, the data analysis, and the writing of this case study as fulfilling her need.

The only negative aspects of IR & DT for Teacher B concerned the time required for writing this case study. If, as was the case with Teacher B, the teacher-researcher is also a wife and mother, tasks which demand time can prove stressful.

Though the analysis of data and writing of this case study primarily took place during summer vacation, Teacher B commented that her own lack of facility with writing increased the time demands which she felt. She noted further that if these tasks had been required during the school year, these demands would have been overwhelming, and most probably would have necessitated her refusal of the task.

Finally, Teacher B stated that if educational research is ever to affect what's happening in the classroom, changes will have to be made in educational research. She views the IR & DT experience as a successful

pioneering venture, not so much because of the findings the research produced, but because of the potential for change through the use of classroom ethnography, the teacher-paired observations as found in the Inservice Training Report, and the team approach to educational research.

APPENDIX A

Classroom Context Description

APPENDIX A

CLASSROOM CONTEXT DESCRIPTION

Please describe the context of the classroom which you observed.

Please respond to at least the following:

(1) Your impression of the physical arrangement of the classroom -- is it functional? Does it encourage/discourage types of distractions?

(2) Describe, briefly, the classroom teacher's teaching style (e.g., democratic, permissive, authoritarian).

(3) Describe the rapport and relationship between

the teacher and students
the teacher and aide
the teacher and others

(4) Describe the teacher's procedures for transition movement during the reading period.

(5) How are classroom work standards and rules communicated to the students.

(6) What are the three (3) most common distractions you observed in the classroom.

(7) What are the three (3) coping techniques which the teacher used most frequently.

(8) Describe preventative techniques which you saw utilized frequently.

(9) Briefly describe the teacher's reading instructional period.

(10) Additional comments which are relevant.

CONTEXT DESCRIPTION continued (additional interim questions)

Now that you have observed your two teachers for 6 sessions, please respond to the following:

(11) Describe any pronounced patterns of distractions which you have recognized (e.g., certain distractions which occur regularly at certain locations and/or times).

(12) Describe the two (or three) types of (most pronounced) distractions which your two classrooms seemed to have in common.

(13) Describe the two (or three) types of (most pronounced) coping techniques which your two teachers both use regularly.

(14) Describe a distraction which has occurred frequently in this teacher's classroom which your other teacher does not encounter (much).

(15) Describe a coping technique which this teacher uses (commonly and effectively) which your other teacher does not frequently use.

(16) Briefly describe any suggestion(s) which in your opinion would alleviate or eliminate the occurrence of a regularly occurring distraction which you have observed in this classroom.

APPENDIX B

Teacher Daily Response Form

APPENDIX B

TEACHER DAILY RESPONSE FORM

During your tape summary of your reading period for today, please respond to the questions below (in the order they are asked). Feel free to include additional factors and conditions which may be of assistance in clarifying the context of your reading instruction today. Please focus your remarks to the time interval when reading instruction was occurring.

1. General assessment of today's instructional experience (e.g. today everything went well because...) were you satisfied with how much of your plans you accomplished and why?

2. Description of classroom environmental conditions which may have affected reading instruction and/or distractions (e.g. weather, special events, etc.)

3. Today what was your most successful distraction/coping technique and why. (During reading)

4. Today what was your least successful distraction/coping technique and why. (During reading)

5. Were there any changes in your coping techniques today? Why?

6. Comment on your mood and physical condition for today.

7. Estimate how much time (in minutes) of your reading instruction was lost today due to distractions.

8. Look down the list of names of the students in your class. Comment on any event, which occurred outside the reading period, which might effect future reading instruction (e.g., teacher reminded student that field trip participation depended on good behavior).

9. Other comments.

APPENDIX C

Teacher Context Questionnaire

APPENDIX C

Teacher Questionnaire

1. On the reverse side please provide a "map" of the physical arrangement of your classroom including such things as:

    a. Location of teacher and student materials.
    b. Location of tutor, aide and parent check in, materials, and seating.
    c. Activity centers.
    d. Please attach seating chart and student class picture (if available.)

2. Below would you explain any special rationale you have for your classroom arrangement.

3. Number of children in room: Boys _____, Girls _____.

4. Do you have an aide during reading?

5. Please provide daily reading schedule:

Time	Activity	Size of Group	Other Activity (Please include parent and aide involvement)

6. Are there any reasons you have your daily schedule organized in this way?

7. How do parents and aides know what their activities will be for the day?

8. Describe the various modes of your reading instruction (audio tapes, worksheets, texts, manipulative aids, additional books, and other).

9. What are your procedures for material distribution and work assignments during reading.

10. What are your procedures for transitional movement during reading? (Include start-up and ending procedures).

11. If a student doesn't complete a reading task or needs more practice what do you do?

12. Do you have peer tutors during reading?

13. How do tutors know what their activities will be for the day?

14. Please list any scheduled times during the reading period, that a student or group of students will be leaving or entering the classroom from some other school activity, (i.e., to re-reading, learning center, speech, ...).

15. Please list any specific techniques that you use for establishing the physical environment and mood for the reading period.

16. Please identify the strategy(ies) that you find the most successful in preventing interruptions during reading.

17. Are there any other characteristics of your teaching, your class, or your physical teaching station that you feel would be important for an observer to know?

APPENDIX D

Classification of Distraction Codes

DISTRACTIONS TO CLASSROOM INSTRUCTION

REGULARLY OCCURRING			IRREGULAR OCCURRING
STUDENT GENERATED	SCHOOL GENERATED	OUT-OF-SCHOOL GENERATED	WITHIN CLASSROOM
11. Students verbally interrupting the teacher	21. Sensory distractions	31. Pre-announced visitors	41. Unexpected visitors
12. Student seeking clarification	22. Student movement due to out-of-classroom activities/programs	32. Special project-related activities (testing, recordkeeping)	42. Communications to the teacher
13. Student-student interactions which are disruptive	23. Clarification of instruction needed by others (non-students)	39. Other	43. Unexpected arrival or departure of students
14. General student noise	24. School management-related activities		44. Misc. student problems
15. Students not concentrating on classroom activities (not on task)	25. Teacher creates distraction		49. Other
16. Student's physical position or location	29. Other		OUT-OF-CLASSROOM
17. Student intentionally attempting to disrupt instruction or challenge rules			51. Upset parent visit
18. Physical disorders to the classroom environment or to students			52. Last moment activities (field trip, assembly, etc.)
19. Other			53. Speakers
			54. School photographs
			55. Student elections
			59. Other

DISTRACTIONS

REGULAR OCCURRING DISTRACTIONS

STUDENT GENERATED

11. *Student verbally interrupting the teacher*

    Students seeking approval
    Students telling of other students bothering them
    Students poking or touching teacher
    Misc. student questions (restroom, feeling ill, etc.)

12. *Student seeking clarification of task*

    Student asking teacher "how to do it"
    Raising and waving hands seeking help

13. *Student - student interactions which are disruptive*

    Student disagreements
    Unorderly sharing (lack of respect for other students while they are trying to share)
    Student discussions which are not related to the instructional task
    Students pushing, shoving, hitting, etc. each other

14. *General student noise*

15. *Students not concentrating on classroom activities (not on task)*

    Students not listening or following instructions (having to repeat instructions)
    Students do not have materials (which they should have -- e.g., pencil)
    General student foolishness and clowning around
    Students playfully running, crawling

16. *Student's physical position or location*

    Wandering students (wasting time)
    Student posture/seating
    Wiggling

17. *Student <u>intentionally</u> attempting to disrupt instruction*

    Student repeating instructions (disobediently -- seeking peer recognition)
    Students attempting to redirect class activities (move the teacher off the subject)

18. *Physical disorders to the classroom environment (e.g., spilt paint, student dragging earphones) or to students (e.g., wet pants, emotional tears, etc.*

19. *Other*

SCHOOL GENERATED

21. *Sensory distraction*

Bells
Fire drills
Gardening activities (noise and visual distractions)
Visual distractions of students or others passing by the classroom windows

22. *Student movement due to out-of-classroom activities/programs*

Media center and library visits
Pullout programs

23. *Clarification of instructions needed by others (non-student)*

Aides/parent volunteers seeking additional instructions or clarification
Teacher giving instructions to aide or parent (teacher initiated)

24. *School management-related activities*

Attendance folders
Assemblies
Preparation for open house

25. *Teacher creates distraction*

29. *Other*

OUT-OF-SCHOOL GENERATED

31. *Pre-announced visitors*

Parent visits
V.I.P visits (announced)

32. *Special project related activities (testing, recordkeeping)*

Recordkeeping for special funded projects
Special project testing

39. *Other*

IRREGULAR OCCURRING DISTRACTIONS

WITHIN CLASSROOM

41. *Unexpected visitors*

    Nurse visits and clinical testing
    Custodian delivery and pickup
    Principal visitation
    Important visitors (unannounced)

42. *Communication to the teacher*

    Notes and messages from other staff members
    Announcement of emergency meeting after school
    Requests (from principal or staff) for teacher to participate in an after school presentation (or a special presentation to a group)

43. *Unexpected arrival or departure of students*

    Family emergency (teacher or student)
    Receiving new students

44. *Misc. student problems*

    Students losing lunch tickets or money (or lunch)
    Inquiry to student on playground
    Sudden student illness (in class or playground)

49. *Other*

OUT-OF-CLASSROOM

51. *Upset parent*

52. *Last moment field trip*

53. *Speakers*

54. *Photographs*

55. *Student elections*

56. *Other*

APPENDIX E

Classification of Coping Technique Codes

COPING TECHNIQUES

ONGOING TEACHER ACTIONS		PREVENTATIVE AND/OR PREPLANNED
VERBAL	NONVERBAL	
11. Teacher giving direct command or instruction (telling)	21. Teacher using body language, gestures and/or facial expressions	31. Reminding students of rules to prevent distractions from happening
12. Teacher complimenting positive behaviors or actions -- as an example of acceptable activities	22. Teacher moving or locating self with the classroom	32. Locating material or arranging classroom environment to reduce/prevent distractions from happening
13. Teacher clarifying or reminding students of rules (How it should be)	23. Teacher physically redirecting students' attention	33. Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions
14. Teacher soliciting students to a behavior change by using varying voice techniques	24. Teacher calling attention to inappropriate behavior (signs, bells, etc.)	34. Teacher using other adults in the classroom to cope with or to prevent distractions
15. Teacher using varying patterns or clues to gain student attention	25. Teacher ignoring distraction (after exhibiting awareness of the distraction)	35. Class discussion of events which are yet to occur or of non-functional events which were disrupted
16. Teacher directing student to another person or location	26. Teacher showing how a task is supposed to be done	36. Teacher using students to help resolve distractions
17. Teacher putting distraction on hold	27. Teacher physically resolves distraction ("fixes it")	39. Other
18. Teacher telling how a task can be accomplished	29. Other	54. Teacher giving direct command or instruction (telling) Teacher physically redirecting students' attention
19. Other		55. Teacher giving direct command or instruction (telling) Teacher calling attention to inappropriate behavior (signs, bells, etc.)

COPING TECHNIQUES

ONGOING TEACHER ACTIONS

VERBAL

11. *Teacher giving direct command or instruction (telling)*

    Redirecting student's attention by calling his name or catching his attention
    Direct commands
    Calling for class attention (e.g., "all eyes up")
    Calling on an inattentive student

12. *Teacher complimenting positive behaviors or actions -- as an example of acceptable activities*

    Complimentary techniques (e.g., "Look how nice row 2 is ...")

13. *Teacher clarifying or reminding students of rules (how it should be)*

    Questioning technique (e.g., "Children, why am I not answering Johnny?"
    Making judgement of "what is fair" (clarifying existing classroom rules)
    Directing the students to raise their hands (if they wish to share or have a question)
    Reminding students of "rules"
    Threats (e.g., "If you don't ___, I will ___")

14. *Teacher soliciting behavior change by using varying voice techniques*

    Voice inflection (e.g., loud/soft, harsh/gentle)
    Hesitating or stopping in a sentence (or in the middle of a sentence) until students attention is regained -- [could be called a nonverbal technique]

15. *Teacher using varying patterns or clues to gain student attention*

    Verbal clues of teacher's mood or health (e.g., "Today I'm in a grouchy mood", "I've got a cold today")
    Requesting students to use a "calming technique" (e.g., "Take a slow deep breath", "Put your heads down")
    Motivating into appropriate actions ("Get to the rug by the time the song is over")
    Counting to bring the class to order (e.g., "I'm counting, 1,2,3, ...")
    Kidding - joking techniques (e.g., mimicking a whinning child)
    Reading to group (e.g., after recess to calm-down)
    Dismissal techniques (to lunch, recess, home)
    Management songs

16. *Teacher directing student to another person or location (verbal)*

    Sending student out of classroom
    Dismissal techniques (to lunch, recess, home)
    Directing the student to another person (e.g., "go to the principal")
    Directing the student to sit at another location (e.g., go sit in the corner")

17. *Teacher putting the distraction on "hold" (e.g., "Ill be there in a second")*

18. *Teacher telling how a task can be done (clarifying it)*

19. *Other*

NONVERBAL

21. *Teacher using body language, gestures and/or facial expressions*

    Facial reactions
    Descriptive gestures
    Eye contact
    Gestures
    Signals - hand motions (e.g., "zipper lips")

22. *Teacher moving or locating self within the classroom*

    Location of teacher (e.g., standing back, physically separate)
    Teacher moving around the classroom ("making rounds")
       - during large group instruction
       - during transition periods
    Position of teacher's body (back to wall, eyes toward class)

23. *Teacher physically redirecting students' attention*

    Touching of students
    Redefine students' attention by removing objects

24. *Teacher calling attention to inappropriate behavior*

    Writing student names on board
    Turning lights off
    Ringing bells or other attention getters
    Pausing or waiting techniques
    Signs (e.g., Lucy sign "It's too noisy in here")

25. *Teacher ignoring distraction (after exhibiting awareness of the existence of the distraction)*

26. *Teacher showing how a task is supposed to be accomplished*

27. *Teacher physically resolves distraction (e.g., fixes it, does it herself, goes and gets the materials)*

29. *Other*

33. *Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions*

Good citizenship awards for good behavior
Communication with parents (phone, notes, conferences) of acceptable and expected behavior

34. *Teacher using other adults in the classroom to cope with or prevent distractions*

Use aides to:
- Check students' work and correct problems
- Circulate to be sure students are on task
- Maintain records
- Filter "lower level" classroom/out-of-classroom distractions
- Working with individuals who are having learning problems
- Playground supervision
- Lunchtime supervision
- Communicate standards and rules to substitutes

35. *Class discussion of events which are yet to occur or of non-functional events which were disrupted*

Helping students anticipate what is going to happen (e.g., "Now when we go on the field trip, when we get on the bus . . .")
Asking a class to evaluate a non-functional experience (e.g., "Class, why do you think the classroom burned down today?")

39. *Other*

APPENDIX F

Sample of Ethnographic Notes

Fifth Observation

Teacher B's Classroom

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

APPENDIX F

Ethnographic Sample
Teacher B's classroom

Visit #5

T. 8:58 a.m.

As we enter the classroom the reading group is already forming at the front of the class. We sit down and begin The group is now formed, there are four children in the group. One girl and three boys. The teacher tells them that they are going to play the "off the bus" game so the children all sit on the floor. The teacher holds up cards and as the children read the card correctly they get to sit back in their chairs. Greg talks out on Kevin's turn and then another child says the word that the teacher is holding up. When Kevin finally reads the word correctly the teacher says, "Some kind of took you turn to think," as she puts the card away. The teacher then goes over the TH sound on the board and tells Kevin that he can get on the bus. Harold is talking as the teacher is going over the TH sound and the teacher turns around and says, "Slow down Harold." The teacher then puts her finger to her mouth and says shush to all of the children. She asks Ona to straighten up in her chair, Ona has been leaning her chair forward. A couple of the boys look around at me and the teacher says, "Gentlemen, you've seen these ladies before, keep your attention here." She is referring

T. 4 '

to the front of the group. The children at the art table are very noisy. Mr. Mann is over there helping them. The first group is still working on yesterday's project painting their flowers with water colors. The reading group has finished the "on the bus game" and the teacher says that they are now going to play the train game, and take the train to Del Mar, they will need two tickets," she says. Harold objects to this and the teacher repeats firmly, "Harold, two tickets." Greg is leaning in his chair and Ona is rocking her chair back and forth. Kevin is slouched down. The teacher holds word cards up and the children go over the words. If they read the word correctly they get to stand behind the chairs and form a train. Harold reads his word correctly and is the first one and he stands behind Ona. The other three children read their words and they finally have formed a train. They then disagree about where the front of the train is, the teacher says that Ona is the caboose, she was the last one to say her word and Harold is the Engine. They then walk around as a train as the teacher sings a train song. All the children seem to enjoy it. Nobody fools around, they just walk around as a train, chugging along. As the children are sitting down Natalie comes up with a question for the teacher. As the teacher is answering her the other children are arguing about something as they are opening their books. Natalie leaves the group and the teacher then asks them if they all have their books open and make sure that they all have a marker. They then begin to go over the story in their books. Harold says, "We've got a new word." The teacher says, "No, it's not a new word, you have read it before." The teacher then asks them to read their books to themselves, and Kevin puts his book close to his face. The teacher reaches over and pulls his book down and says that she would like his book down here as she places it in

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

his lap and says, "That way I can see if you are reading."
T 14 ' N.L. 2 As Harold finishes reading his book he looks over to the
lab and talks to two boys that are there. The teachers reaches
over, touches his arm and says, "Harold, don't talk to them,
mind your own business." She then asks Ona to read as the
other children have finished reading to themselves also. She
tells Ona to read loud enough for Harold to hear. Harold is
at the opposite end of the semicircle. As Ona continues,
Harold plays with the corner of his page not really following
along in the book. The teacher noticing this then asks
him to read the next page and says, "Are you in the right
place?" Harold finds the right place and begins reading.
The teacher then motions to Natalie who is at the reading
lab that the tape is too loud. Natalie has earphones on
and shouts very loudly, "It's too loud." The group con-
tinues reading in the book and then going over the story.
The teacher asks Harold to continue reading. Harold begins
and then stops and says, leaning to his left side, away
from Kevin, "Stop leaning on me Kevin." Kevin says, "Just
go ahead and read." The teacher doesn't intervene at all.
Harold then continues. The group then goes over the story
when he is finished. The teacher then asks them to read
to themselves and repeats, "I don't want to hear you, read
to yourselves." Harold says, "No one is going to hear
me." Mrs. Wiley has a group in the corner going over work
with them. Mr. Mann is still at the art table. The
art table has quieted down a little bit and the children
that are working at their seats are working very quietly.
Natalie talks loudly at the lab again about the story she
is reading, repeating whatever is on the tape. She looks
at the teacher as she does this and the teacher puts her
finger to her mouth and says shush. Natalie smiles as she
leans back in her chair and then she looks at me and
smiles. There are three children at the lab, Natalie and
two boys. After she has leaned back in her chair and
smiled at both the teacher and myself she gets up and
leaves the lab and goes over to the corner where there
T. 15 ' N.L. 1 are books and games. The teacher asks Kevin to read, and
Harold starts reading. The teacher says, "Harold, it
is not your turn," as she touches his book. Kevin begins
reading. While he is reading Harold pulls on the teacher's
arm. The teacher puts her hand up in a stop signal for
Harold to stop talking. While the children are following
in their books the teacher arranges their markers to make
sure that they are in the right place and following along.
When they have finished reading the story the teacher asks
them to put their marker in the books and close them.
She then starts going over some words that they have
trouble with in the book. She writes them on the board. The
children are still looking through their books. The teacher
walks back from the board and takes each child's book
individually and closes it and puts them under their
chairs.

APPENDIX G

Sample of Ethnographic Notes

Fifth Observation

Teacher X's Classroom

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

APPENDIX G

Ethnographic Sample
Teacher X's classroom

Visit #5

T. 8:50

As we enter the classroom the boys are being dismissed from the rug area to go to their seats and begin their seat work. The teacher dismisses all the boys except Lannie who is fooling around and calls him over to talk to her. She tells him that she wants him to behave today and then dismisses him to his seat. The time is 8:50 as we begin. The children are all sitting at their desks beginning their seatwork. The teacher reminds them to be quiet and do their work. They all sit quietly. The teacher is sitting on the front desk taking roll. She asks a few questions of the children about students that seem to be absent and when she finishes she calls the good citizen to take the roll sheet to the office. As a good citizen comes up she asks her where her star is and then says, "You mean you didn't want one?" and the girl shakes her head. The good citizen leaves the classroom. The teacher then calls the first reading group to come to the circle. Doug makes a comment about they always have to be first and the teacher raises her voice and says, "Well then Doug you can just stay at your seat and read to me at recess." She then walks up to the reading circle area. Lannie then comes running up and says, "Doug says he's not reading at no recess time." The teacher says, "Lannie go back to your seat, I'll talk to Doug." As Lannie leaves he falls down on the rug purposely and then gets up and returns to his seat. The teacher dismisses herself from the children who have already assembled at the rug for the reading circle and walks over to Doug's desk and tells him to collect his material and come with her. She leads him back to the cloakroom where Mona sits and tells Mona to gather up her things and that she can go and sit by one of the other students. Doug objects saying that he doesn't want to sit in the cloakroom. The teacher tells him to sit down. He objects again. The teacher and he exchange a few words which I can't hear, nor can I hear them on the tape. Then the teacher leads him up to the rug area, and sits him down and then she herself sits down. Doug is crying. One of the children at the rug asks why he is crying, and the teacher says, "Well he needs to cry, sometimes its good to cry." The teacher then settles herself in the chair and tells the children that she would like them all to sit up and put their books away. As the children are sitting up and arranging themselves and their books the teacher tells a couple of them to quiet down that they are talking too much and then she glances up at the rest of the classroom that has become a little too noisy and says that she likes the way one half of the class is being quiet but she doesn't like the other half of the class. She makes a few comments to some of the children and then returns her attention to the reading group. She asks them to turn to a certain page in their reading books so that they can go over some words. Alex objects saying that they already did those. The teacher says, "Well we are going to go over them. She then repeats to Larry that she would like him to sit up. He stays laying on his stomach. A couple of the children make comments about having to read the words over again and the teacher

T. 5 '

says, "We may even read them fifty times." She then comments that she likes the way the three girls are sitting. They are all sitting straight with their legs crossed and their books on the floor. She says, "Willie is still not sitting properly, and I am not going to call on anyone who is not sitting right. The teacher looks up at the classroom and asks the reading lab group to line up at the door. She then excuses herself from the reading group and walks over to the door to dismiss the children. She looks over at Lannie who is still sitting at his desk and says, "We are waiting for Lannie." As Lannie comes over to line up with the rest of the group the teacher comments to the children standing at the door, that Lannie's mother is so nice, she had such a nice talk with her yesterday and she is such a pretty lady. I think the teacher had to talk to Lannie's mother yesterday because he was continually in trouble. She dismisses the group to the lab and then returns to the circle. As she is sitting down she says "since you know the words so well we'll just zip through them." She then comments on how Betty needs to read the words because she has been out for a whole week. She then asks Betty to begin reading. Betty reads one line and then the teacher asks Tina to read. As Tina is reading Larry talks out, the teacher ignores him, and as Tina is still reading Samantha calls out from her desk that it is someone's birthday today and the teacher tells her to shush that they will celebrate the birthday, they will have a party next week. Lena is then called on to read and as she does so Larry and Doug keep interrupting about contractions that she is reading. Lena tries to keep reading and then the teacher interrupts and bends down and points at some of the words in Larry and Doug's book and explains contractions to them. Lena sighs and looks at Tina. The teacher finishes with the boys and asks Lena to continue. When she finishes Alex is called on to read and as he reads Larry interrupts him. The teacher stops Larry from talking by saying his name. As Alex continues reading the teacher tells Larry he can figure them out. As the group continues to read the teacher has to look up at the class and says, "Jack and Mona I am going to have to change the face if you keep talking." They say something to her and the teacher says, "Mona you asked to sit with the other boys and girls" the children then quiet down and the teacher returns her attention to the group and they finish going over the words. The teacher then asks Betty what page they are on in the reading book and all the boys start giving page numbers. The teacher repeats Betty's name and then says to Doug, "you wouldn't like it if I called you Betty would you?" Doug shakes his head. Betty then gives the correct page number and the teacher asks Betty to read first. She tells the group that she is not going to call on anyone who is talking out or not sitting up properly.

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